

PERSONALITY TYPES AND VALUE ORIENTATIONS  
WITH SPECIAL REFERENCE TO THE FEMININE ROLE

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## Part I

### Background of Conflict in the Area of Feminine Role

The problem of conflict in the feminine role is the result of social and cultural changes of the past several decades. The traditional middle and upper class feminine role expectations were focused upon marriage and the family and the woman's interests, values, and actions were expected to be channeled in the direction of obligation to the family group. The woman's individual needs and interests were expected to be subordinated to the needs and interests of her family. Society left little or no opportunity for the woman of the colonial period to play any role other than this one, so closely connected with her biological role of bearing children. The woman who did not marry was forced to choose between becoming a member of a relative's family as the stereotyped "maiden aunt" and becoming a governess or teacher. The opportunity for individual achievement in this latter role was highly limited.

A period of rapid social change took place during the first half of the twentieth century which greatly affected the traditional feminine role. Elizabeth Nottingham states that "wage earning during the (two world) wars among middle class women changed overnight from a rather shameful business to something nearly approaching heroism."<sup>1</sup> She points out that "Expectancy of self proficiency in a vocational role which is reckoned primarily in terms of individual personal success is in broad contrast to the group social criterion by which the traditional role of women is evaluated."<sup>2</sup> Helen Hacker points out

that such values are closely related to masculinity and femininity by stating, "Men's interest in health, money, safety, and sex is in decided contrast to women's interest in attractiveness, personality, home, family, and other people."<sup>3</sup>

The phenomenon of feminism, defined by Lundberg and Farnham as "...an emotional drive of women toward social, political, and economic equality between the sexes and the elimination of the 'double standard' in the area of sexual behavior,"<sup>4</sup> developed around the turn of the century. This drive was the dramatic sign of a more general dissatisfaction with their traditional role among women of the period.

The family began its change from the old "institutional" type family which incorporated in its function every sphere of action, to the less integrated "companionship" type family in which the group functioned less as a unit and more in individualized roles.

The rise of capitalism, the rise of Protestantism, the movement toward urbanization and industrialization, all of which had considerably preceded the turn of the twentieth century, had profound implications for the changing concept of the family in that they led to the institutionalization of values that were basically disruptive of the traditional family system. These values were essentially those of individual achievement and personal freedom. In the 19th century these ideological currents were instrumental in the rise of the American anti-slavery movement, a movement of which the purpose can be seen as an expression of the view that a dependent, suppressed status is wrong in that it is not congenial to initiative and individualism. It has been suggested that the women's rights movement owes to the anti-slavery movement the impetus to condemn a status system which neither recognizes

nor rewards individual accomplishments.

The removal of many legal restrictions on women was a direct result of the movement for women's rights. This movement recognized that individual achievement was what was rewarded and realized that one half of the population had been assigned an unrewarding role and the other half was reaping the rewards. Thus, what had been an essentially masculine personality ideal was established, or at least valued, for both sexes.

Yet, despite the fulfillment of many of the demands of the feminist leaders, despite greater legal equality between the sexes, and despite wider social acceptance of the woman who plays a role in the traditionally masculine spheres, there is discontent among modern women. In a discussion of this problem, Margaret Mead states the causes of this unrest to be, "1. The routine, loneliness, and dullness at home due to modern inventions making more leisure time available to women, as well as allowing them to be less dependent upon neighbors in playing their traditional roles, and 2. The training and educating of women to be persons above women. Education emphasizes less the woman's role as a mother and more her role as an individual in society."<sup>5</sup>

The problem, as it is understood today is one of conflict between the traditional feminine role expectations which are still held by many in this culture and the modern feminine role expectations which define women as people primarily and which are emphasized for women by a smaller segment of the population, particularly within the college environment. That this conflict is felt especially by college educated women is indicated by many research studies. For the present



purposes the methodological aspects of these particular investigations may be ignored. We are concerned only with showing that investigators starting from different conceptual frameworks have converged in important respects in their conclusions regarding the problem of the feminine role.

Arnold Rose's study investigating the adequacy of women's expectations for adult roles concluded that women college students showed inconsistency and a lack of definiteness and realism about their expectations for adult roles, in contrast to men college students.<sup>6</sup> A study by Mirra Komarovsky of women college seniors shows evidence of discrepancies in cultural expectations for their adult roles. The woman college senior is expected to prepare to be a homemaker, wife, and a status bearer as well as to prepare herself for a career by academic achievement. Komarovsky feels that most college women attempt to resolve this conflict by playing vacillating roles, with inevitable uncertainty as the result.<sup>7</sup> Paul Wallin, in a follow up study of Komarovsky's research, concludes that the problem is less momentous at the college age than Komarovsky's report suggests, but shows that a substantial proportion of college women feel called upon on occasion to pretend inferiority to men and that many college women are exposed to inconsistent parental expectations.<sup>8</sup> In another study of sex roles Komarovsky reported that "women undergraduates claimed the boy in the family was encouraged to emancipate himself from the family group in contrast to the girl who was held to a more exacting code of kinship obligations"<sup>9</sup> while at the same time being encouraged to achieve in the occupational world. This problem is especially acute for the



middle class woman because achievement values are strongest in this class. Academic achievement and preparation for a career is expected of women in college, but the culture expects them to play the traditional role of housewife and mother after their graduation. The inconsistency in expectations is obvious.

The fact that men and women are given unequal opportunities for cultural participation (Helen Hacker has described women as a minority group analagous to the Negro group, with the same type of discrimination accorded to both groups<sup>10</sup>) is less important than the fact that women's roles are inconsistently defined and result in confusion. It is the "marginal woman", subjected to conflicting cultural expectations and torn between rejection and acceptance of traditional roles, who suffers most from instability, anxiety, and resentment, according to Hacker.<sup>11</sup>

The question of biologically determined differences in masculine and feminine personalities has long been debated. The evidence seems to point against sex linked traits, values, attitudes and interests, although some schools claim indications to the contrary. Terman and Miles state emphatically that "intelligence tests have demonstrated the falsity of the once widely held belief that women as a group are inferior to men in intellect".<sup>12</sup> Margaret Mead's anthropological studies of primitive societies indicate strongly that masculine and feminine roles are not due to biological differences, but rather to difference in cultural conditioning.<sup>13</sup> Psychologists of John B. Watson's school of Behaviorism have given evidence which they consider as support of their position that such differences are due to differences in conditioning. However, some schools of psychology hold that some differences at this level may be attributed more directly to

biological-sexual differences. Freud and his school of psychoanalysis contend that many differences in masculine and feminine behavior are the result of biologically determined conflicts such as the Oedipus Complex, castration fears, and penis envy. Karen Horney, representative of the Neo-Freudians, states that women display "biologically and psychologically determined masochism in sexual relations, child birth, and self sacrifice for family members."<sup>14</sup>

It has been considered a theoretical possibility that the results of such differences in cultural expectations are exemplified not only at the level of overt behavior and action, but at a more basic level of implicit value response as well. Arnold Rose's research at the University of Michigan concerning college students' expectations for their adult roles showed that the men's responses were in terms of their own needs; whereas, women's responses were in terms of what the men would do. Men tended to prefer activities which were sex centered and women's activities tended to be group centered.<sup>15</sup> Helen B. Thompson, in an investigation in experimental psychology, concludes that "...the ideal of manliness which encourages individuality, independence in thought and action, and readiness to experiment is in contrast to the ideal of femininity which breeds a spirit of obedience, dependence, and deference."<sup>16</sup> These traditionally feminine values are in contrast to the values which a college environment stresses for women students. An educational setting breeds traditionally masculine values of self oriented achievement, independent competition, and individuality rather than self denial in the interest of the group, obedience to authority, and dependence. When it is realized that women college students are exposed to both of these conflicting cultural expecta-

tions it must be expected that confusion and uncertainty in values as well as in roles are correlates.



## Part II

### Methodology Used in Study

This study is an outgrowth of work that was done by a class in "Methods of Social Research" at the Woman's College of the University of North Carolina. Their work will be discussed briefly since it constitutes the basis for our own investigation. Their research was done in the area of the feminine role because of the growing realization of the reality and significance of the conflict in role expectations for women college students. Value conflict questions were constructed to allow the subjects to choose between alternatives embodying different types of value orientations. In the first part of the questionnaire the subjects chose between "self" orientations and "collectivity" orientations by checking what they would do in a group of conflict situations. Self orientation Talcott Parsons defines as "an orientation on the part of the actor to permit himself to pursue a given goal or interest of his own . . . without regard to its bearing one way or another on the interests of the collectivity of which he is a member".<sup>17</sup> Parsons defines a collectivity orientation as "an orientation on the part of the actor to be guided by the obligation to take directly into account, in the given situation, values which he shares with other members of the collectivity in question. This includes the expectation by ego that in the particular choice in question he will subordinate his private interests and will be motivated in super ego terms."<sup>18</sup> In the second part of the questionnaire the subjects chose between instrumental and expressional orientations by checking why they would act in one way or another in a group of conflict situations. Parsons states that



"problems of instrumental interaction concern relationships with alters which ego engages in, not primarily for their own sake, but for the sake of goals other than the immediate and direct gratification experienced in contact with the object."<sup>19</sup> He defines problems of expressional interaction as "concerned not with goals beyond the immediate action context, but with organized gratification in relation to cathected objects."<sup>20</sup> It was found that self and instrumental value orientations correlated highly with each other as did collectivity and expressional value orientations, so "self-instrumental" and "collectivity-expressional" were set up as the two main types of value orientations.

These particular variables were chosen because they seemed most relevant to defining the difference between "traditional" feminine and "modern" feminine roles. The traditional feminine role expectations required the woman to subordinate her own needs to the needs of her group and defined her as being somewhat "emotional" and "loving" while the modern feminine role expectations require the woman to strive for personal achievement and success and requires emotionally disciplined behavior. The close relationship to such role expectations to the two value orientations set up in this study may, thus, be seen.

Background questions as well as questions concerning the roles the subjects expected to play after college were also asked on the questionnaire.

It was thought that the graduating seniors would be most aware of this conflict in role expectations since this group was faced with the immediate necessity for making a choice in roles to be played after graduation; therefore, the class in Methods of Social Research administered this questionnaire to a random sample of the 1953 senior class.

One of the chief purposes of this questionnaire was to see whether future roles of women could be predicted from a knowledge of their value orientations. The data showed that subjects who had collectivity-expressional value orientations as measured by the questionnaire tended to want to be mothers and preferred not to have a career, but if a career were necessary, the majority wanted to be grade school teachers. On the other hand, subjects who had self-instrumental value orientations tended to want careers in which they had an opportunity for personal achievement and were less dependent upon cathected objects for gratification than the grade school teachers would probably be. This correlation between role expectation and value orientation is some indication of the questionnaire's validity. However, the questionnaire has not been standardized in order to determine its validity and for this reason the possibility that it is not investigating what it is thought to be investigating cannot be ruled out.

From the group of approximately two hundred students to whom the questionnaire was administered, three groups of ten cases each (a total of thirty cases) were selected by the director so that the writer's research could not be influenced by knowledge of the students' value responses on the questionnaire. These were the cases which were used in this study. One group of ten cases was made up of students whose responses showed them to be strongly self and instrumentally oriented. A second group of ten cases had responded to the questionnaire with extreme collectivity and expressional orientations. The third group was composed of cases which had given mixed value responses; that is, equal numbers of both self-instrumental and collectivity-expressional responses.

The question with which this particular study was concerned was whether groups of individuals who showed similar value orientations would show, as well, a characteristic personality structure. Was there anything at the less "conscious" level of personality that could show why one value type was chosen over another? There was no formal hypothesis about this as the study was one of speculative experimentation. There was, however, a particular interest in investigating whether the less feminine and more feminine personality types, as measured by a "projective" technique, are related to choices of value orientations which define "modern" and "traditional" roles.

It was thought that a projective technique would most adequately test the less "conscious" level of personality structure. (The terms "value level" of personality referring to the personality components which the questionnaire tested and "more basic level" of personality referring to the personality components which the projective technique tested are admittedly not wholly satisfactory from an analytical standpoint since both components are included in the total personality structure. However, the terms are being used in this paper in a strictly operational context.) Projective tests are valuable tools for the analysis of personality structure because they allow less structured and therefore more significant (in revealing unconscious motivation) responses to controlled stimuli than do those at a more "conscious" level of choice between structured alternative responses.

The "Draw-A-Person" projective test was selected for the purpose of this investigation. Although this test is one designed for use in a clinical therapeutic situation, its function is not so specific as to render it inapplicable to this type of research situation.



Karen Machover, in a discussion of the theoretical considerations of the test states that, " . . . all creativity bears the stamp of conflicts and needs pressing upon the individual who is creating. The body, or the self, is the most intimate point of reference in any activity. Wide and concentrated experience with drawings of the human figure indicates an intimate tie-up between the figure drawn and the personality of the individual who is doing the drawing."<sup>21</sup> Machover does not mention any empirical validation of the Draw-A-Person test and appears to be unaware of the importance of such validation. The fact that the test is one which is utilized by clinical psychologists and has been found valuable in diagnostic situations suggests that it is not without validity, but the results of empirical standardization are yet to be investigated.

The Draw-A-Person tests were taken on plain white paper, size 8½" X 11". A standard #2 pencil with an eraser was used in all cases. The directions were the standard ones used for the test in a clinical situation, in which the subject is asked merely to "draw a person". Questions which the subject asked as to the type person to draw were noted, but not answered, except to emphasize that the subject had complete freedom in drawing any person she wished. Upon completion of this drawing the subject is asked to draw either a male or a female - the opposite sex of the first figure the subject draws. Notes were taken on the questions the subject asked, the sex of the figure drawn first, erasures, emotional blocking areas, and resistances of any type. The subject was then asked the following questions about her two drawings:

1. How old is this person?



2. If this person had any three wishes, what would they be?
3. Which of these two persons would you rather be?
4. A. What are the main faults of this person?  
B. What are the best qualities of this person?
5. Suppose that this person were a high school teacher. Would she (or he) be more concerned with whether her students liked her and responded to her as a person, or would she be more concerned with teaching her students what they were supposed to learn from her in her classes?

These five questions were asked each subject about both of her drawings. They were included in the projective test despite the fact that they allowed specific "conscious" choice rather than projection onto unstructured material because they were valuable in determining the sex with which the subject identified more easily. It is recognized, however, that the nature of such questions causes this technique to be closer to that of the questionnaire than to that of the projective test.

The thirty Draw-A-Person tests were then scaled on three dimensions. They were ranked in relation to each other first on a femininity scale, a continuum which ran from more feminine to less feminine. The distance of the intervals between the cases was not measured quantitatively, but the scale of thirty cases was cut arbitrarily into three groups of ten cases each. The "more feminine" subjects were those who most nearly approached the modern feminine (more masculine) personality. It was thought that there might be a relationship between a self-instrumental value orientation and a low femininity score on the Draw-A-Person projective test, and between a collectivity-expressional value orientation and a high femininity score on the projective test. It is

believed now, however, that the self-instrumental and collectivity-expressional subjects who were tested were so extreme and deviant that they probably had personality maladjustments, and less extreme cases would probably show this relationship more clearly. The rankings were based on the standard criteria of the sex drawn first (indicative of sexual identification), relative size of the figures, which figure the subject said she would rather be, and the figure with which the subject identified more easily.

The subjects were then ranked on a security scale. It was thought that subjects whose value orientations or projected personality structures deviated from the traditional feminine role might show more insecurity than those subjects who conformed to the traditional feminine role expectations of the culture would show. The ranking of this scale was on a continuum from more secure to less secure (the latter approaching the insecure end of the continuum). The ranking of the security scale was based largely on the size of the figures drawn, the presence or absence of props and encasements, indications of conflict or guilt feelings, and the stance of the figures.

A third dimension was then ranked on a social contact scale. This scale was a continuum from more social contact to less social contact with the subjects scoring low on social contact approaching social withdrawal. These tests were ranked using the criteria of the figures' placement on the page, full or profile views of the figures, the direction in which the figure, if profile, was faced, and the extension or withdrawal of the figures' arms and legs to their bodies.

The question which was asked the subjects about their drawings were also considered in scaling the tests although these questions were

not so projective as were the drawings themselves and for this reason were not considered so valuable a means of investigating the personality structures.

A clinical report was written for each Draw-A-Person test which covered the evidences in the test that accounted for its being ranked in each of the three dimensions as it was. This report was, as well, an opportunity to point out the broad dimensions in which conflict occurred although it did not consider the specific focal points of such conflicts.



### Part III

#### Interpretation of Research Findings

The femininity scale was compared with the original three groups which had been formed on the basis of their value responses to the questionnaire. Since all of the subjects had been exposed to a college environment (stressing individual achievement, competition, and personal success) it is expected that their values are more self-instrumental than those of a random sample of the general population would be. This was not seen at the basic personality level, however, since 13% of the Draw-A-Person standardization group drew the opposite sex first (indicating identification with the opposite sex), while 16.6% of this college group drew the opposite sex first. This difference is probably not significant.

#### Femininity Scale

##### Case Numbers

Less feminine 201, 53, 48, 188, 49, 174, 185, 128, 86, 139  
Mixed 31, 129, 90, 18, 16, 140, 152, 19, 175, 102  
More feminine 165, 62, 55, 161, 5, 143, 170, 96, 138, 32

Table I

Questionnaire	SI	SI, CE	CE	Total
Less feminine	3	3	4	10
Draw-A-Person	6	1	3	10
More feminine	1	6	3	10
	10	10	10	30



Table II

Questionnaire		SI	SI, CE	CE	Total
Draw-A-Person	Less feminine	9	4	6	19
	More feminine	1	6	4	11
		10	10	10	30

S - self orientation

I - instrumental orientation

C - collectivity orientation

E - expressional orientation

The femininity scale was divided into three groups by cutting the scale at the end of the first ten cases and again at the end of the second ten cases as may be seen in Table I. However, since the ranking seemed to form a continuum, the division was purely arbitrary as there were no major differences between ranks #10 and #11 nor between #20 and #21 on the scale. Table I shows the results of this scale as compared with the results of the questionnaire.

It may be seen that the lowest scoring subjects on the femininity scale were distributed almost equally among the self-instrumental, mixed, and collectivity-expressional value orientation groups. Thus it may be seen that there is no correlation between low scores on the femininity scale and self-instrumental value orientations. There is a real possibility that the four low feminine scoring subjects who had collectivity-expressional value orientations represent cases of reaction formation at the value level as their more masculine personality structure may be so great a threat to their feelings of adequacy that feminine values and roles are accepted compulsively in a reaction

formation can be seen in the data as four out of the five lowest feminine scoring subjects of the entire group tested had extreme collectivity-expressional value orientations. Accepting extreme feminine values may be the only way these subjects who were least feminine could preserve their egos.

It seems significant to note that none of these four lowest feminine scoring subjects with collectivity-expressional value orientations were scaled in the high security group of the security scale. This may suggest, also, that personality conflict is strong for these subjects even though they are attempting to resolve it by compulsively conforming to traditional feminine values.

Two out of the three low feminine scoring subjects who showed self-instrumental value orientations were rated in the highest security group of the security scale, in contrast to two out of the three low feminine scoring subjects with mixed value responses who were low scorers on the security scale. This may suggest that the more discrepancy that exists between value orientations and the level of personality projected on the Draw-A-Person test, the less secure the subject is.

Of the group of subjects who scored in the middle range on the femininity scale (all the subjects had both high and low feminine components in their personalities, but in this group neither high nor low feminine components had clear primacy), six out of ten subjects chose self-instrumental value orientations. Since the subjects of this group scored in the middle range of the femininity scale it might be hypothesized that the threat of masculine identification was not so great for this group that they felt the need to repress their masculinity.

Rather, they could express the less feminine components of their personalities at the value level and be acceptable both to society and to themselves. Possibly, vacillation at both the personality level and the value level would produce too much conflict for these subjects, so a choice must be made between the extreme value orientations in favor of those values which would give the subjects an opportunity to express their masculinity in an acceptable manner in the "modern feminine role". One might conceptualize this as sublimation.

Six of the ten high feminine scoring subjects showed mixed self-instrumental and collectivity-expressional value responses. Of these six subjects, only one subject was rated in the least secure group. This fact may indicate that this group is the most "normal" of the combinations of personality structure and value responses. (Responses on the questionnaire were normally distributed; thus, mixed responses occurred most frequently.) This might be expected because these subjects have identified most readily and completely with their own sex, and are, thus, not threatened with confusion in sex role identification. They can accept both "masculine" and "feminine" value orientations without either value orientation serving as a defense to their egos. Thus, both traditional expectations for feminine values and the college expectations for more masculine values can be accepted with equanimity. That vacillation at the value level is not conflict producing is suggested by their lack of insecurity. Only one of these ten subjects expressed extreme self-instrumental values, a finding which suggests that a consistent extreme self-instrumental value orientation would be difficult for the high feminine scoring personality to accept. It should be noted again that nine out of the ten



subjects in the middle range of the femininity scale made a consistent choice at the value level. Speculation suggests that this may resolve the dilemma of both high femininity and low femininity at the projected level, so that such a conflict would not have to be faced at the more "conscious" level.

If the femininity scale is cut into two categories rather than three, as in Table II based on the questionnaire and Draw-A-Person test results, it shows more clearly a clustering of the high feminine scorers at the mixed self-instrumental and collectivity-expressional values and at the extreme collectivity-expressional values. As explained previously, it is thought now that if a group of proportionately fewer deviants had been tested (twenty of the thirty cases tested are considered "deviant"), a closer relationship might have been found between low scorers on the femininity scale and self-instrumental values and between high scorers on the femininity scale and collectivity-expressional values. Twenty of the thirty subjects were so deviant at the value level that it is probable that they are poorly adjusted and may be using value orientations as defense mechanisms.

The second scale was based on a ranking of the thirty subjects on a security dimension. Table #III shows the results of this security scale as compared with the results of the questionnaire. The table shows a very slight and statistically insignificant trend toward the high scorers on the security scale choosing collectivity-expressional values and the low scorers on the security scale choosing self-instrumental values. The consistency of the trend suggests that a study of a larger group might show a closer relationship between these variables. If such a relationship could be established it would

suggest that the traditional feminine role is still most approved and rewarded in this culture, assuming that security is produced by social approval. The trend cannot be established by our data, however.

The scale which ranked the projective tests on the social contact dimension shows the closest relationship to the three groups of value orientation types of any of the scales, as may be seen in Table IV. Of the subjects who were the high scorers on the social contact dimension more had collectivity-expressional values than self-instrumental or mixed values, and of the subjects who ranked the lowest on the social contact scale, the majority had self-instrumental values. It is seen, also, that the majority of subjects with middle range scores on the security scale had mixed value orientations as well. It is thought that this dimension of social contact (ranging on a continuum from environmental contact to environmental withdrawal) is very close to being the same dimension as collectivity-expressional or self-instrumental value orientations. A feeling of obligation to people and cathecting people for the gratification derived from being with them is a part of a collectivity-expressional value orientation as well as the social-contact personality component. A feeling of obligation to the self and having contact with people for the sake of goals beyond the immediate gratification experience is common to both the self-instrumental value orientation and the low social contact personality component. Thus, the results of this scale serve to validate indirectly the variable used in the questionnaire.

# Security Scale

## Case Number

More secure 185, 5, 165, 201, 140, 161, 19, 86, 16, 62  
Mixed 48, 55, 31, 96, 170, 18, 138, 129, 32, 49  
Less secure 143, 90, 174, 188, 128, 152, 53, 175, 102, 139

Table III

Questionnaire	SI	SI, CE	CE	Total
More secure	3	3	4	10
Draw-A-Person Mixed	3	4	3	10
Less secure	4	3	3	10
	10	10	10	30

S - self orientation

I - instrumental orientation

C - collectivity orientation

E - expressional orientation



# Social Contact Scale

## Case Number

High social contact 62, 140, 55, 49, 174, 102, 32, 165, 18  
 Mixed social contact 161, 53, 185, 16, 19, 128, 188, 170, 31, 138  
 Low social contact 143, 5, 96, 152, 129, 175, 201, 48, 90, 139

Table IV

Questionnaire	SI	SI, CE	CE	Total
High social contact	3	2	5	10
Draw-A-Person Mixed	1	6	3	10
Low social contact	6	2	2	10
	10	10	10	30

S - self orientation

I - instrumental orientation

C - collectivity orientation

E - expressional orientation

#### Part IV

#### Conclusion and Summary

It is easy in the social sciences to construct plausible explanations for any factual data presented. An explanation or interpretation of research findings to have validity must have more than mere plausibility but should be derived from a body of systematic theory.<sup>22</sup> Such theory in the area in which the writer did her study is all but non-existent. The area of the relation between personality and roles is only now in the process of systematic conceptualization. The fact that the measuring devices which were used in this research have not been completely validated leaves the possibility that one or both of the devices may be inadequate tests of the variables they purport to measure. A small number of cases was used in the study which made generalization particularly difficult but this was thought necessary in order to make it possible for the writer to obtain more data in each case. Thus, the writer is not claiming that the tentative lines of explanation put forward are "proved" or "true" but only that they are suggestions of further hypotheses to be tested.

To summarize the author's research findings and tentative interpretations it would appear that:

(1) High feminine and low feminine scores as measured by the techniques used are not directly related to a self-instrumental or a collectivity-expressional value orientation. Rather, a possible interpretation is that the value orientations appear to be used as defense mechanisms for the low feminine personality structure with these low feminine scoring subjects tending to repress their mascu-

linity at the value level by compulsively accepting the traditionally feminine collectivity-expressional value orientations. The middle range feminine scorers tended to choose the traditionally masculine self-instrumental value orientations perhaps because they were not sufficiently low scoring in femininity at the personality level which the projective test measured as to need to repress it through a reaction formation, but could sublimate the less feminine components of their personalities at the value level. The highest scorers on the femininity scale tended to choose mixed self-instrumental and collectivity-expressional value orientations because their more feminine personality structures (as indicated by their high femininity scores) were not threatening to them and they did not have to defend their egos through either repressing their less feminine personality components or expressing consistent "masculinity" as a sublimation at the value level. Rather, both value orientations could be accepted with equanimity. This last group was considered the most "normal" from both a social and statistical standpoint.

(2) There was a slight tendency for the high scoring subjects on the security scale to have self-instrumental value orientations. If this were statistically significant it would suggest that the traditional feminine role is still most approved and rewarded for women in this culture.

(3) The dimension measured on the social contact scale is very close to the level of collectivity-expressional and self-instrumental value orientations. The data show a direct relationship between high social contact scores and collectivity-expressional value orientations and low social contact scores and self-instrumental value orientations.



The direct relationship between these variables appears to validate indirectly the variables in the questionnaire.

Had fewer deviants been in the group tested, the data might well have shown a closer relationship between the personality variables tested. Thus, the original question involved in this study appears to merit further investigation.

Groupings on the Basis of Questionnaire Results

self instrumental cases

201, 174, 86, 129, 90, 18, 152, 19, 175, 96

collectivity expressional cases

53, 48, 188, 49, 16, 140, 102, 62, 55, 5

mixed value cases

185, 128, 139, 31, 165, 161, 143, 170, 138, 32

## Footnotes

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Approved by

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Draw-A-Person Test  
Data For Marshall DeShazo  
Department of Sociology  
1953

Department of Sociology

①



Age - 15-16

(1) get a good job

(2) be a married

(3) get married & have a family

Age - 18

2. (1) Healthy

(2) happy

(3) to succeed in whatever is most important to her

3. girl

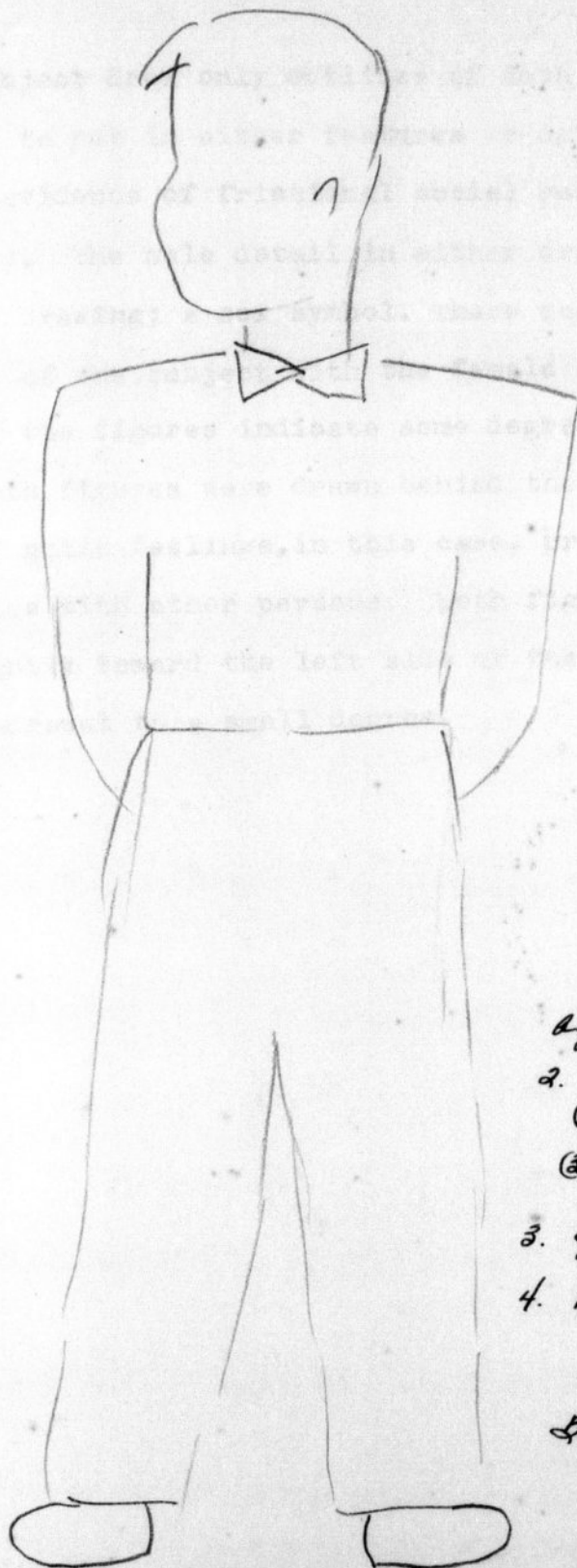
4. A. self centered  
to quit

B. nice person to be around  
pleasant  
industrious

1. A



(2)



Age. 15-16

2. (1) get a good job
- (2) be a success
- (3) get married & have a family

3. girl

4. H. a little wild  
Knows it all.

B. friendly  
leadership qualities

1. B

Case 5

The subject drew only outlines of both figures, said she didn't want to put in either features or details. This, Machover states, is evidence of frictional social relationships which are being evaded. The onle detail in either drawing is a bow tie on the male drawing; a sex symbol. There was ready identification on the part of the subject with the female and the size and position of the figures indicate some degree of security. The hands of both figures were drawn behind their backs which is evidence of guilt feelings, in this case, probably concerning relationships with other persons. Both figures' heads are turned slightly toward the left side of the paper, indicating social withdrawal to a small degree.



age - 20 (or older)

- 2(1.) to be a success in her profession
- (2) to find happiness
- (3) marriage, security

3. girl

4. H. looking too hard in dance to things she can find elsewhere following dance to the exclusion of other things

B. very devoted to her interests  
Very great need to express herself

1. H



(2)



Age - 21

2. (1) wants to be a success financially
- (2) wants to succeed academically,
- (3) wants to be able to achieve what he sets out to do

3. quiet

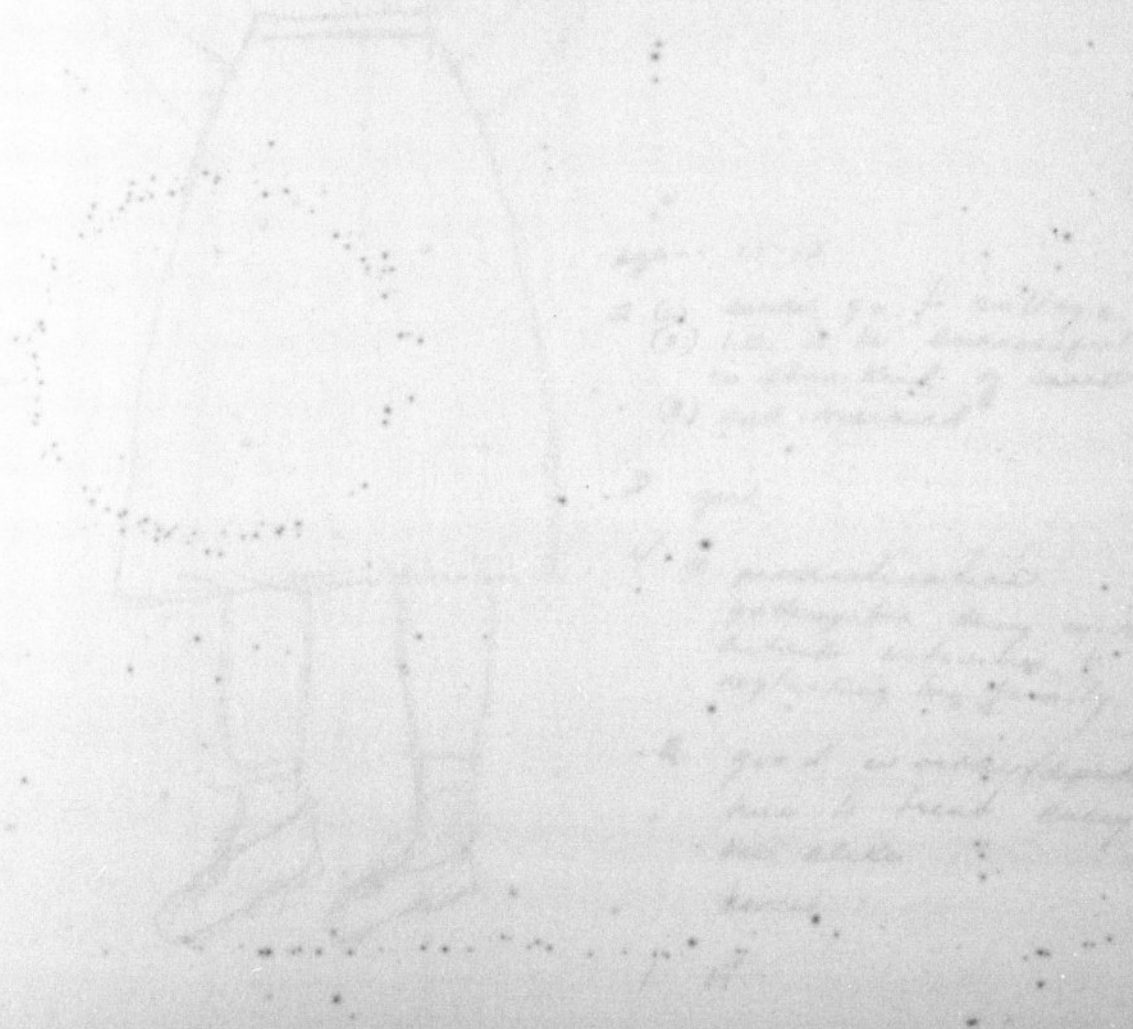
4. A. overestimates himself  
daydreams too much

G. very sensitive  
hard worker

1. A

Case 175

The subject has drawn both figures with support; the female with a floor and a wall, and the male with a chair. The clinical picture shows evidence for both masculinity (girl drawn in a career setting, value responses instrumental, etc.) and femininity (girl drawn first, preference for girl, feminine appearance of girl). The support for both figures is obvious indication of feelings of inadequacy, insecurity, and dependence. Both figures are facing the left side of the paper suggesting social withdrawal. Profile figures were drawn in both cases indicating evasiveness on the subject's part.



①



age - 17-18

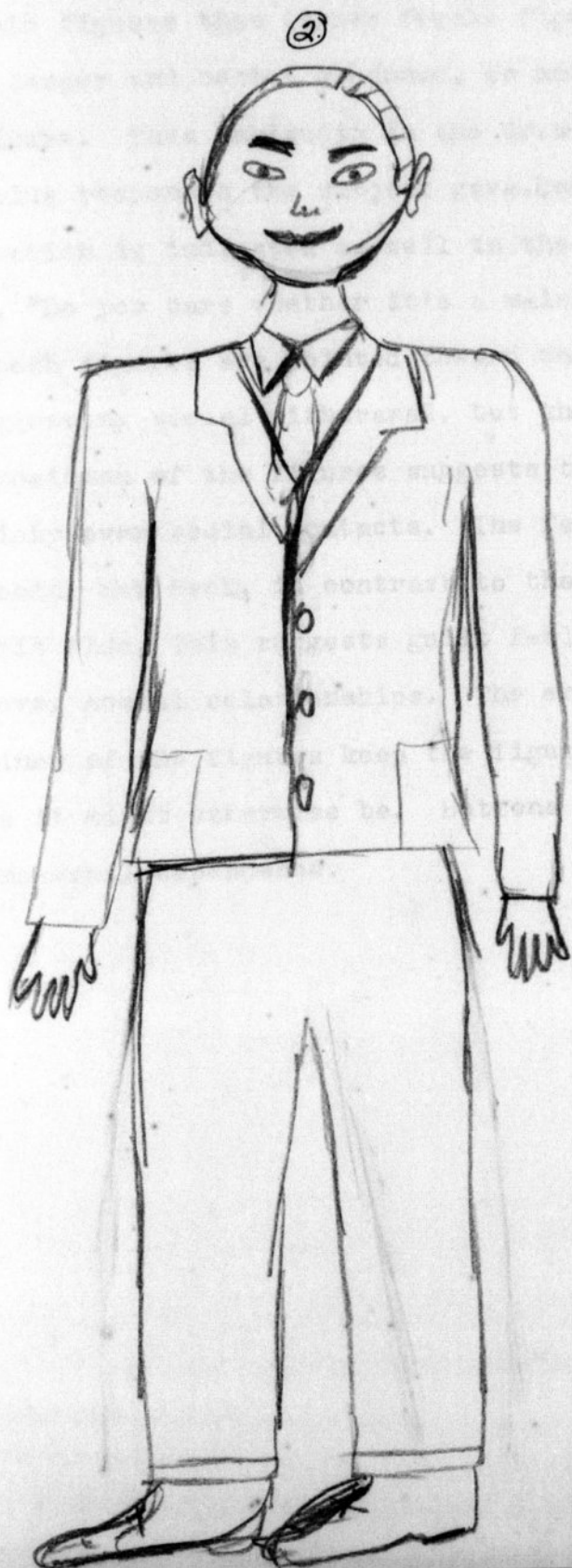
2. (1) could go to college
- (2) like to be successful in some kind of work
- (3) get married

3. girl

4. A. procrastination  
getting too busy with outside activities, & neglecting her family.
- B. good worker (dependable)  
tries to treat every one alike  
honest.

1. H





age - 16

2(1) travel

(2) successful in  
his business

(3) excel in a sport  
or a hobby.

3. girl

4. H. does n't like to  
settle down & be quiet.  
impatient with people.

B. persistent in what  
he does -  
Does a good job.  
Versatile -

Case 16

The subject has drawn much darker and more aggressive lines in her male figures than in her female figures. The male figure slightly larger and better grounded, or more stable than the female figure. This ambiguity in the drawing is seen as well in the value responses the subject gave. Confusion in sex role identification is indicated as well in the subject's initial question, "Do you care whether it's a male or a female?" The feet of both figures are pointed toward the left side of the paper suggesting social withdrawal, but the adequate size and central position of the figures suggests that the subject feels some anxiety over social contacts. The female figure's arms are placed behind her back, in contrast to the male's arms which hang at his side. This suggests guilt feelings or anxiety, perhaps over social relationships. The erasure and sketchy broken lines of the figures keep the figure from being as secure as it might otherwise be. Buttons on both figures suggest maternal dependence.

①



age - 20 - 21

B.

- (1) Is a successful teacher
- (2) That they liked her
- (3) Happy in her social life

rather be the girl

- (4) thinks that she should be able to balance being liked by students and teaching them (Suss. 2)
- her looks

- (5) she wants to be a good teacher
- she's not only concerned with school, but things outside as well



②



Apr. 22-23

1. A

2. (a) to be liked

(b) to be a good teacher

(c) to be outstanding in athletics

3. (girl)

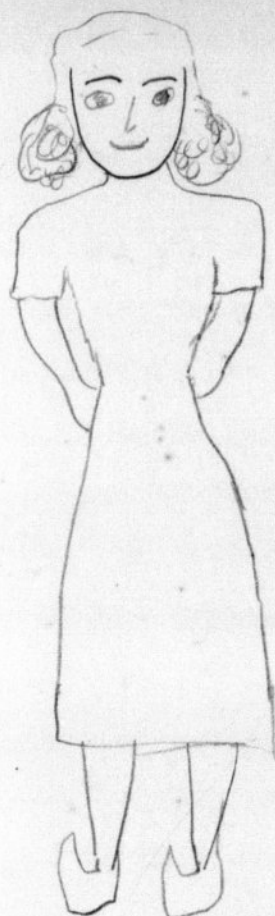
4. (i) should balance being successful  
and being liked

(2) he has a good personality - tries  
to make others like him.  
pleasing to look at.

## Case 129

The subject has drawn a smaller female figure than she has a male figure, indicating a feeling of feminine inferiority. The female is rather masculine looking with broad shoulders, heavy legs, and a stocky build. The subject drew a female first, however, and said she preferred to be the girl. This seems to indicate some confusion in sex identification. Mixed self and collectivity values responses to the questions asked on the Draw A Person indicate such confusion, as well. The hands of both were drawn behind their backs; evidence of guilt feelings. Both figures were drawn in the upper left corner of the paper, suggesting social withdrawal. Preoccupation with sexual practices is indicated by a fly drawn on the male's trousers. Extremely long arms on the male figure indicates concern over achievement or acquisition. Differential treatment of ears in male and female figures by drawing prominent ears on the male and none on the female suggests sensitivity to social opinion concerning the masculine aspects of her personality. The conflicts evidenced in the drawings suggest some degree of insecurity.

①



age. about 16

1. a

2. (1) good job

(2) nice home

(3) good husband

3. rather to the girl

4(a) she likes to be right all the time

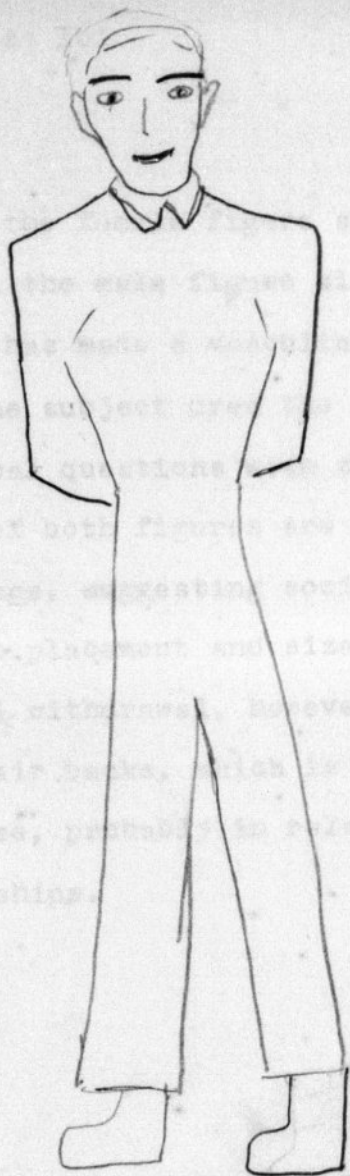
(2) she's moody at times

(2) she is kind

she respects other's rights



(2)



- Age- 22  
1. B  
2. (1) go to college  
(2) good job  
(3) home & family  
3. girl  
4. H. likes to drink too much  
5. Considerate  
Kind

The subject has placed the female figure slightly to the left of the page center and the male figure slightly to its right, indicating that she has made a masculine identification to some degree. However, the subject drew the female figure first and responded to verbal questions with traditionally feminine values. The feet of both figures are not in line with the rest of the drawings, suggesting social uneasiness on the subject's part. The placement and size of the figures is not indicative of social withdrawal, however. The figures' hands are placed behind their backs, which is evidence of guilt feelings- in this case, probably in relation to social and interpersonal relationships.



Age - 16

2. (1.) get married
- (2) have a car
- (3) go to New York

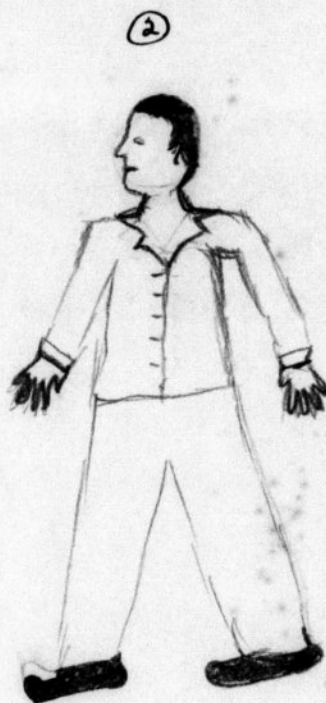
3. girl

4. 4. not very popular  
too self centered

5. punctual  
friendly

1. A





age - 17

2. (1) get a job
- (2) have a car
- (3) travel

3. girl

4. 4. always late  
careless about his grooming

5. considerate of others  
pleasing personality

Case 143

The subject has drawn a smaller female figure than male figure but the female was drawn first and shows evidence of social withdrawal by facing the left side of the paper. Evasive-ness is indicated by a profile drawing, and social uneasiness is suggested by a profile head and full view body on both figures. Reinforcement of hair, hands, and feet on the male figure also indicates social uneasiness and some degree of insecurity. The subject identified more easily with the female and evidences some degree of conflict with males of the peer group. The arms of both figures appear rigid and tense. Erasure of both figures shows some anxiety and insecurity. The smallsize of the female figure also indicates insecurity and feelings of inadequacy.



age - 18

a

- (1) find a girl
- (2) feel important
- (3) have material things

rather be boy

- (A) he's stuck on himself  
he's worried about what others think of him (in kacher role)  
so sure of himself he thinks he's flawless
- (B) Good looking - clean cut  
has a good personality  
gets along with people



②



Age. 19-20

1. a

- 2(1) wants to find a husband quick
- (2) wants to be a successful teacher while she's at it.
- (3) wants to have a good time, too

3. rather be boy

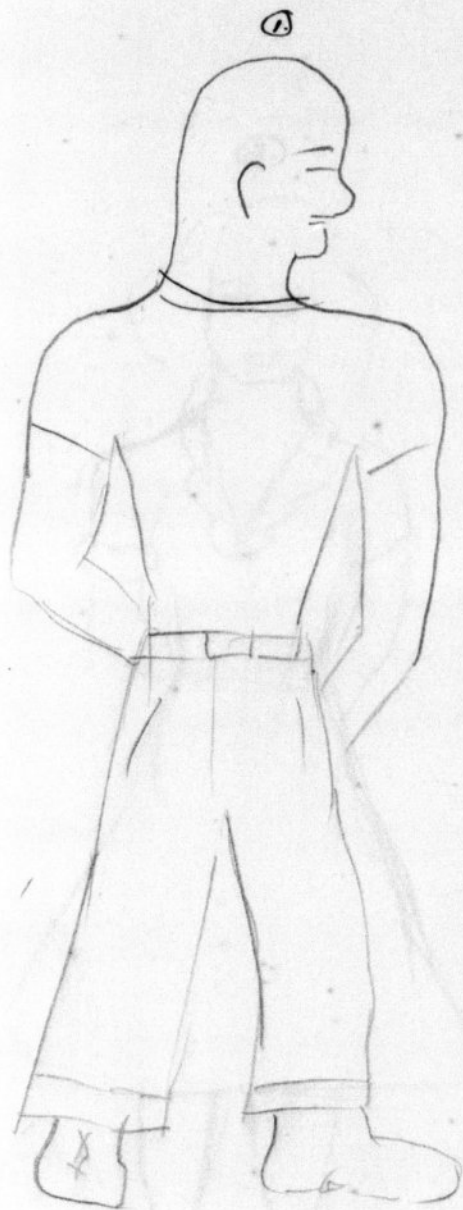
4. A.

doesn't look like she has too much personality  
doesn't ~~to~~ look too friendly

B. she's neat  
reserved

Case 48

The subject drew the male first, said she would prefer to be the male, and made the male figure much larger than the female. Sex role confusion almost to the point of masculine identification is indicated. The male figure is facing the left side of the page, probably indicating the subject's uneasiness about her environment's acceptance of the masculine aspects of her personality. One hand of the male figure is drawn behind his back, which suggests guilt feelings. The presence of the tie and pocket handkerchief, according to Machover, indicate sexual conflicts. The sketchy lines and frequent erasures are evidences of insecurity and anxiety.



Age - 25

1. Q.

2. (1) to achieve success

(2) to increase his financial status

(3) to be accepted in his community

3. girl

4. (a) pretense  
procrastination

(b) intelligent  
good sense of humor  
good philosophy of life



(2.)



age - 21

Q

- (1) to be a successful teacher
- (2) to establish a good position for herself in the society in which she's living
- (3) if married (is or wants to be) wants to be a good wife & mother rather be the girl

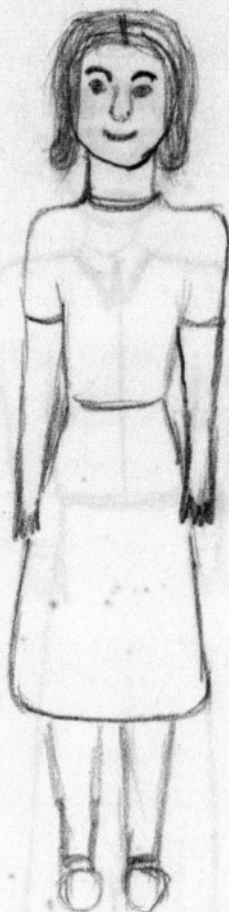
4.(a) procrastinator  
warrier  
underestimates herself

- (b) concerned about succeeding in whatever she does
- has a great love for people in general
- " " interest " "
- good sense of humor

Case 185

The subject showed marked confusion in sex identification by asking whether she should draw a male or a female, and by deciding to draw a male first. The profile head and full view body is indicative of social uneasiness and guilt in relation to social contacts, according to Machover. Less detail was drawn for the male than for the female, also indicating confusion in sex role. Except for the identification confusion the drawings' placement and size suggest security. Evasion is indicated by the hands of both figures being drawn behind their backs. More confusion or evasion is shown by the subject's comment, " I can't project myself into the male way of thinking".

①



age - 14

2. (1) to get along with people

(2) do successful work in whatever she does

(3) to be more attractive

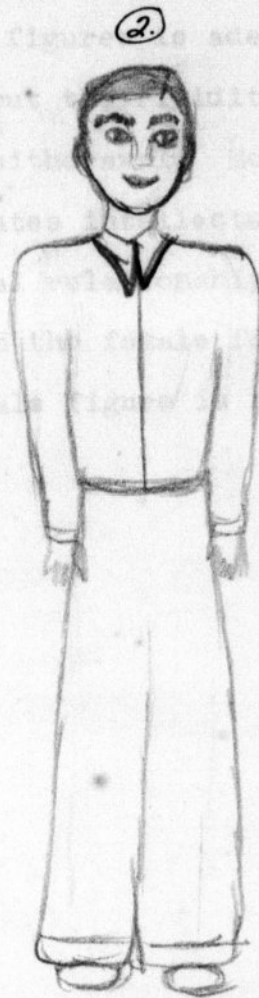
3. girl

4. H. doesn't get along with people  
appearance

B. doesn't think she has any good points

1. B





age. 15

2. (1) to get along with people
- (2) to do successful work
- (3) to be more attractive

3. girl

4. A. doesn't get along with people  
appearance -
- B. none

1. B.

Case 18

The subject was both resistant and evasive in taking the test. Both figures appear tense and unusually rigid with the arms drawn closely to the figures' bodies. This suggests feelings of insecurity although the size of the figures is adequate. The figures are both centered and full view, but the rigidity of the arms indicates social or environmental withdrawal. More detail and concern with the figures' heads indicates intellectual aspirations as well as concern with interpersonal relationships. The subject appears to have identified more with the female figure than with the male figure, although the female figure is not very feminine in appearance.

①



Agv. 22

1. B - changes to A

2. (1) get married & have a home

(2) be type of person that  
everyone would respect & feel  
that she was worthy of  
teaching their children

(3) to help others & make others  
have a better outlook on life  
& attain the goals they want.

rather be the girl

(4) taking what people say to  
heart, too much.

(5) conscientious

trying to make people be  
at ease -

gives people encouragement



②



Age - 25

A

- 1) to succeed in his chosen field so he can provide for a home
- 2) people accept him for what he is, and not something that he isn't.
- 3) that his family & friend be proud of him.

girl

- A. too much pride to let him do what he really wants.
- hidden fear of not being able to succeed
- 1. Considerate
- straight forward & truthful.

Case 139

The subject shows difficulty in interpersonal relations by offering only the head and arms of the female as a person and only a small head of the male as a person. Much erasure of the and sketchy lines also indicate anxiety. Neither figure looks either masculine or feminine except for long hair on the female. Some degree of conflict in sex role identification is thus evidenced. Profile views of both figures suggest social withdrawal, as well as the placement of the figures in the upper left side of the paper. The smallness of the figures suggests feelings of inadequacy and insecurity. The female figure is larger than the male figure which, Machover says, is indicative of dependence upon the mother image. Conflict over security and adequacy is strongly evidenced in the subjects verbal responses to questions about the figures.

①



age - 18

2. (1) a home
- (2) a family
- (3) reasonable security

3. girl

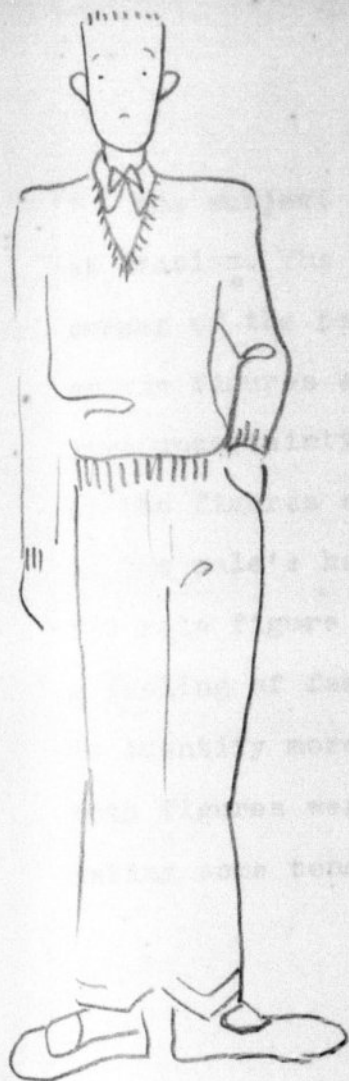
4. A. scatterbrained

B. social minded  
personality

1. A



②



Age - 20

2. (1) women, women, & a fraternity pin
- (2) wealth
- (3) carefree - no worries

3. girl

4. H. conceited  
frivolous  
doesn't like to accept responsibility
- B. good personality  
able to get along with people  
smooth talker

1. A.

Case 31

The subject drew cartoon figures, probably as an attempt at evasion. The subject drew the figures in the upper left corner of the paper suggesting social withdrawal. The feet of the figures are pointing in opposite directions, indicating some uncertainty and anxiety as well as insecurity. The hands of the figures are placed behind the figures' backs with one of the male's hands in a pocket, all suggesting evasiveness. The male figure was drawn larger than the female suggesting a feeling of feminine inferiority although the subject seemed to identify more easily with the female figure. Both figures were dressed in masculine sport clothes indicating some tendency toward masculine identification.

Age - 20-21

1. (1) Happiness

(2) Security

(3) to get along with world

3. Girl

4. I have some strong feelings

5. I am a friendly

low self esteem

pride & ambition



Age - 20-21

- 2. (1) happiness
- (2) security
- (3) to get along well with people

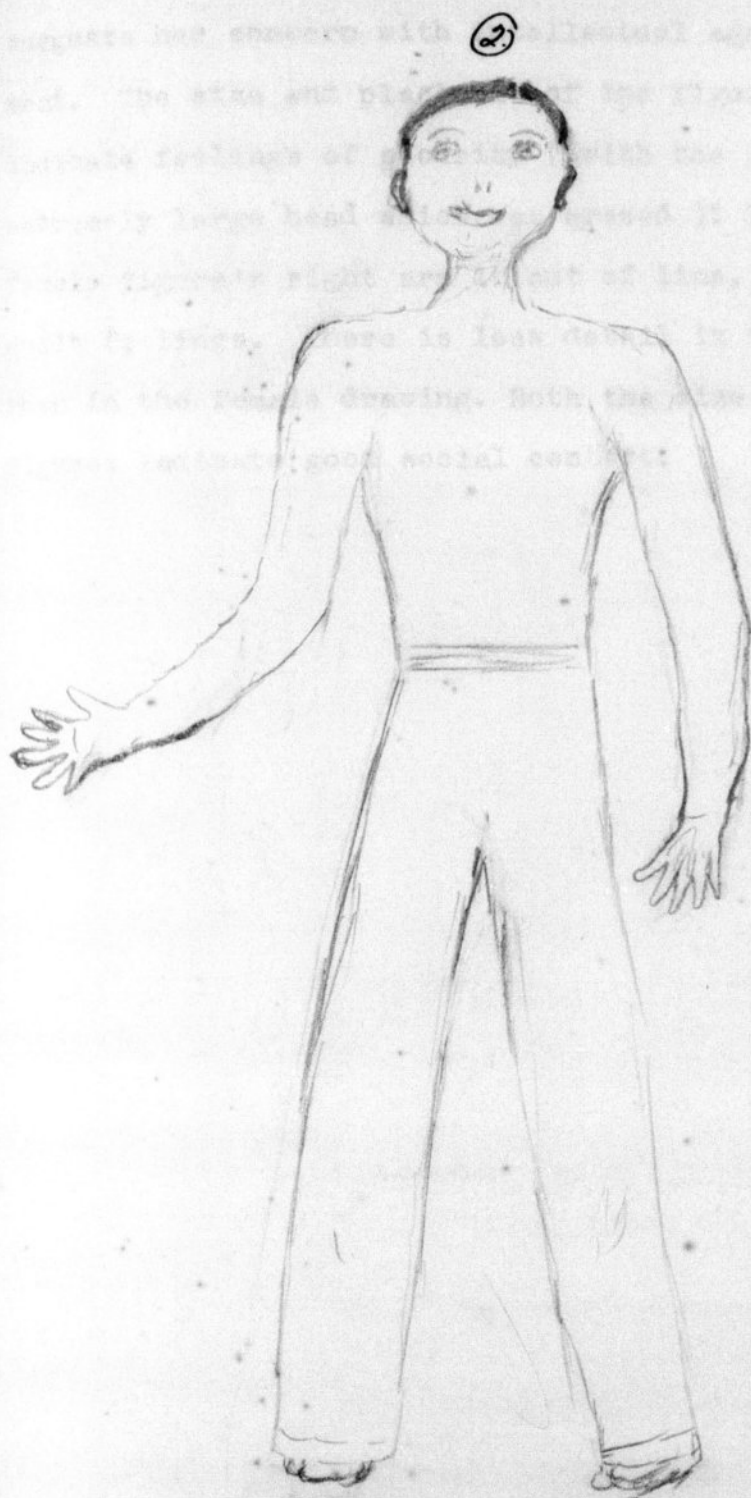
3. girl

4. H. talks about other people

B. smiles, friendly  
low self respect,  
pride, & ambition

1. A





Age - 17

2. (1) security
- (2) get along well with people in business
- (3) wisdom

3. girl

4. A. can't make up his mind about things

B. worrying unduly over uncontrollable things.

1. A

Case 62

The subject's concern with the head of her female figure suggests her concern with intellectual aggression and achievement. The size and placement of the figures on the paper indicate feelings of security ( with the exception of the extremely large head which was erased ). The drawing of the female figure's right arm is out of line, possibly suggesting guilt feelings. There is less detail in the drawing of the male than in the female drawing. Both the size and placement of the figures indicate good social contact.

(B)



age 16

2. (1) to be happy
- (2) to have a successful professional future
- (3) to be married & have a happy married life

3. girl who never knows how to have a family

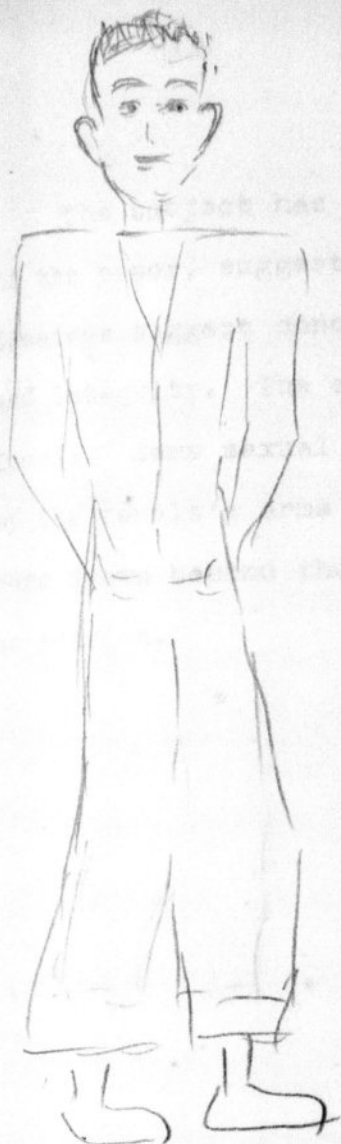
4. H. self centered  
has complexes

5. industrious  
friendly

1. B



(2)



age - looks 12, but make him 20

2. (1) has a successful future  
 (2) wide circle of friends  
 (3) build a nice home & have a family
3. girl
4. 4. headstrong  
 not am bitious
5. intelligent  
 helpful of others

Case 19

The subject has drawn both figures in the upper left corner of the paper, suggesting social withdrawal. Broken lines in both drawings suggest concern over the maintenance of body stability and integrity. The subject appeared to identify easily with the female. Some sexual conflicts are evidenced by the arrest of one of the female's arms at the genital area. The hands of both figures were drawn behind their backs, suggesting feelings of guilt as well as evasion.

①



age 19

(1) wishes she were taller

(2) wishes she had graduated from college

(3) wish she already had a job

girl

H. self centered

B. honorable

reasonably active in her church work.

loyal to her friends & family

I. H



(2)



age - 18

2. (1) wishes he didn't have to go in the army
- (2) wishes he had a car
- (3) wishes he were a football star

3. girl

4. A. conceited  
un thoughtful

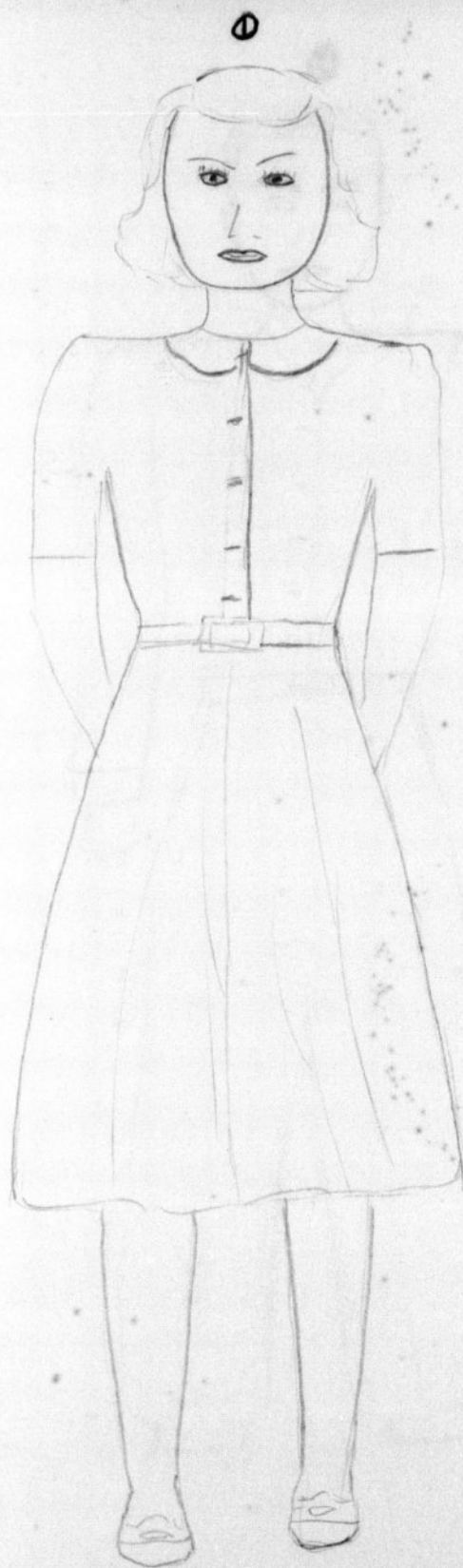
B. active in church work  
loyal to his close friends

1. A

Case 90

The subject drew very small figures and placed them in the upper left corner of the paper, suggesting feelings of inadequacy and withdrawal from the environment. The subject drew no eyes in either figure- only eyebrows- which Machover states is evidence that the individual has difficult relations with other persons and with the environment as a whole. Confusion in sex role is indicated by the extremely broad shoulders and heavy arms of the female combined with emphasis on the breast area. Very small feet suggests insecurity in the subject. The arms of both figures are placed behind their backs, indicating guilt feelings in regard to social interactions.

1. 5
2. 1) to get married and have  
a family  
2) to take part in community  
activities  
3) have enough money to be  
able to travel with her family  
4. rather be girl
5. 1) wants to keep her house, be  
close to her family, to be  
comfortable in it  
2) independent
6. good organizer & manager  
usually does a good job  
10. everything she does



Age . 20

1. B

2. (1) to get married and have  
a family  
(2) to take part in community  
activities  
(3) have enough money to be  
able to travel with her family.

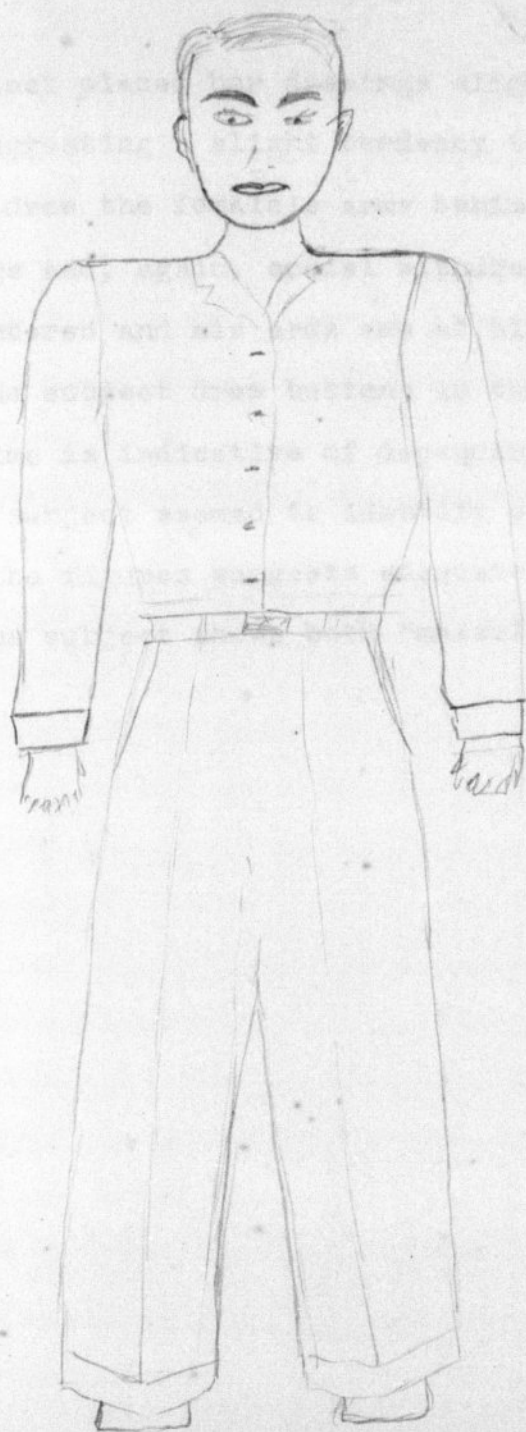
3. rather be girl

4. A. wants to keep her house too  
clean for her family to be  
comfortable in it.  
too independent

B. good organizer & manager  
usually does a good job  
in every thing she does.



①



Age - 18

1. A.

2. (1) have a good looking car.
- (2) good job with chance for advancement.
- (3) have an attractive and good wife.

3. girl

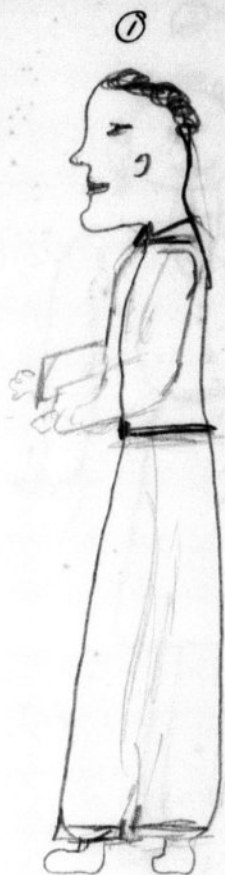
4. A.

rather domineering at home.

leaves his clothes, ashes etc. around, & expects his wife to clean up after him

B. he takes his wife out & remembers anniversaries he loves children, and is a good father.

The subject placed her drawings slightly to the left of the paper, suggesting a slight tendency toward social withdrawal. She drew the female's arms behind her back, suggesting guilt feelings and, again, social withdrawal. The male figure is better centered and his arms are at his side in a relaxed position. The subject drew buttons in the midline, which Machover claims is indicative of dependence upon the mother figure. The subject seemed to identify easily with the female. The size of the figures suggests adequate security and adequacy feelings. The subject shows both "masculine" and "feminine" value responses.



Age - 25

B

- 1) to be successful in life
- 2) to enjoy living
- 3) to settle down & have a family

would rather be girl, I guess

Concited

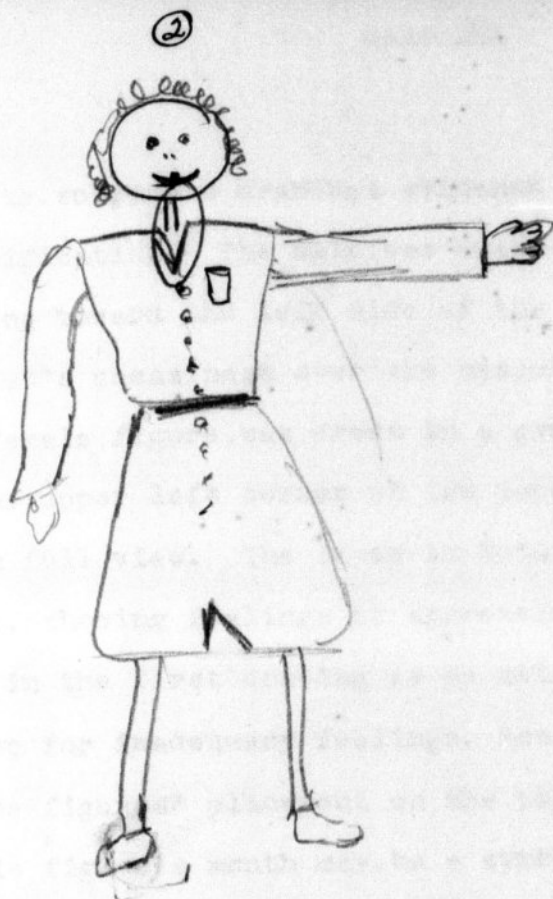
apt to be too rugged on the kids (teachers)

likes people

works hard

knows his business





Age - 20

1. B

2. (1) play the game cleanly - good sportsmanship

(2) know the rules

(3) show interest

3. girl

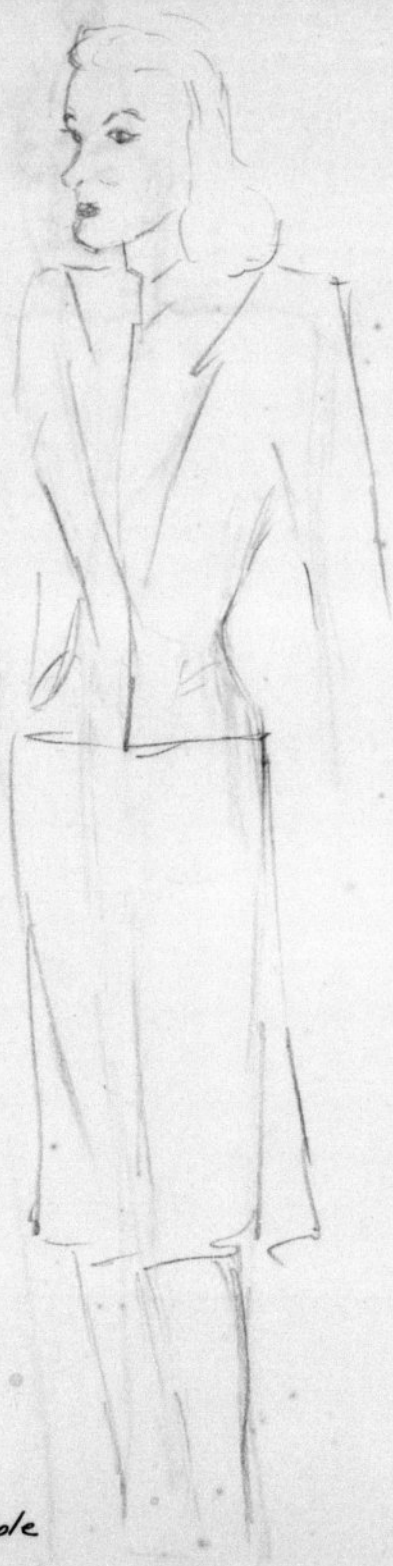
4. A too strict

knows her subjects, but can't teach

B. very friendly out of class  
understanding  
Pleasing to work under

The subject's drawings evidence a high degree of masculine identification. The male was drawn first, in a profile view looking toward the left side of the paper. This suggests the subject's uneasiness over the masculine aspects of her personality. The female figure was drawn in a gym suit and was placed also in the upper left corner of the paper, although the figure was drawn full view. The lines in both drawings were unusually heavy, showing feelings of aggression. The projection of the chin in the first drawing is an attempt at domination or compensation for inadequacy feelings. Social withdrawal is indicated by the figures' placement on the paper. The whistle in the female figure's mouth may be a symbol of oral sexuality, and the long row of buttons is indicative of dependence on the mother figure. Conflicts in the sex role appears in the clinical picture.

①



27

has a good job  
is successful  
met a lot of interesting people  
girl

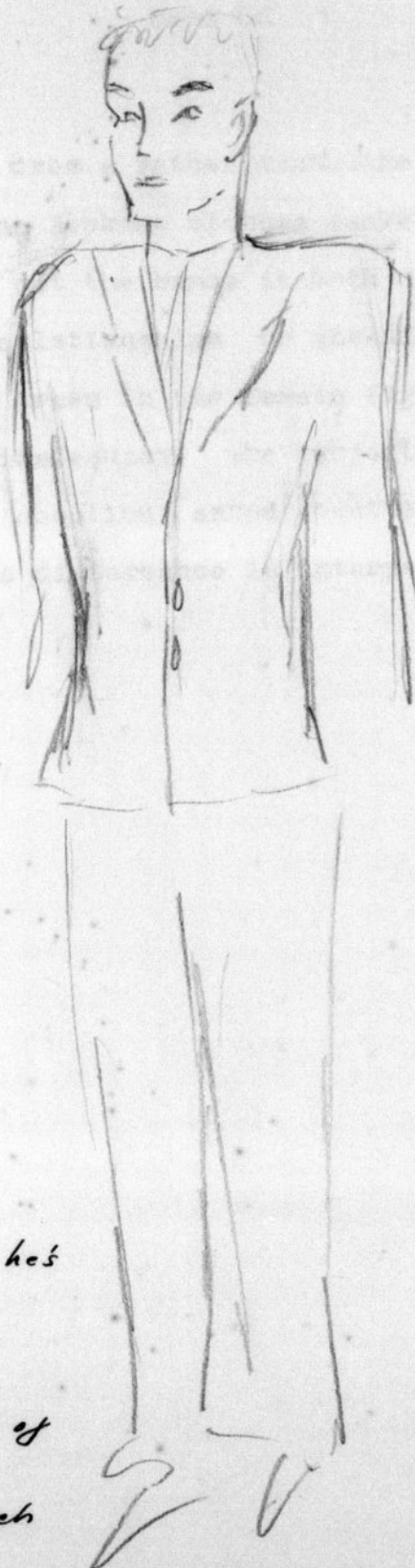
she likes pretty clothes too much  
can't get along with people

1. B

intelligent  
has an interest in society  
(broad sense)



(2)



19

good education  
lots of friends  
make good while he's  
in college.

girl

not considerate of  
his family.

He spends too much  
time at parties

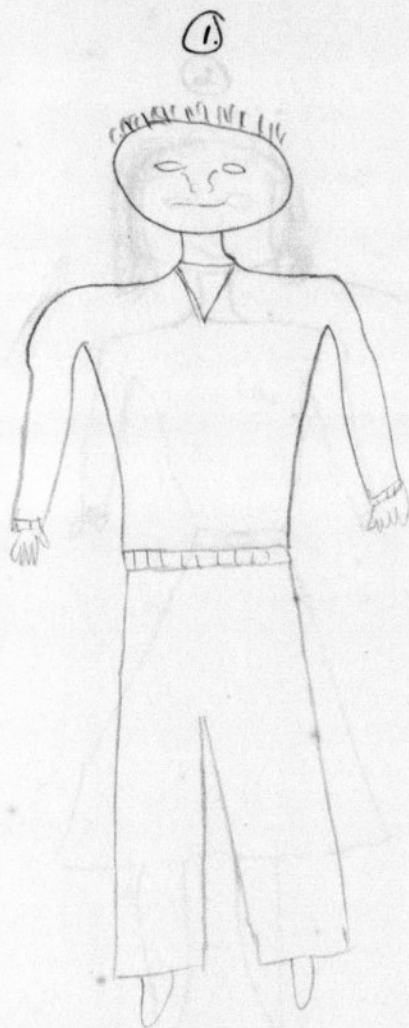
well socialized

Ambitious

H.

Case 86

The subject drew a rather masculine looking female and gave her masculine looking clothes (severely tailored suit etc.). The subject left out the hands in both drawings, indicating guilt in social relationships or uneasiness in social contacts. The feet are not drawn in the female figure, indicating instability and feelings of inadequacy. The subject gave instrumental value responses to the questions asked about the figures. Erasure of the face suggests disturbance in interpersonal relationships.



Age - 20

2. (1.) get in med school at Duke
- (2.) he'd be a successful doctor
- (3.) Have a good fam. ly

3. gul

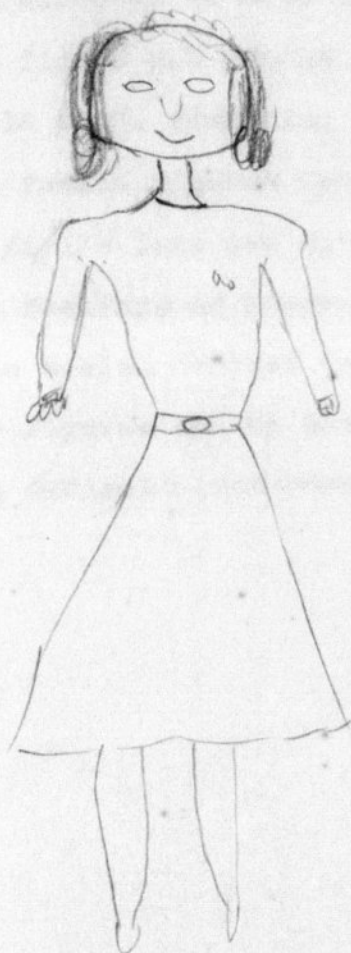
4. a. not a real person  
too studious, not friendly

- b. conscientious about his work  
devoted to his parents

1. B



(2)



age. 19

2. (1.) to graduate from Duke
- (2) doesn't want to work after graduation
- (3) get married and have a good family

3. girl

4. A. not too conscientious about her work

B. she's friendly  
devoted to her parents

1. #

Case 49

The subject drew the male figure first, although she appeared from her verbal responses to have identified more with the female figure. Neither figure has pupils in its eyes, a subtle attempt to "shut the world out", according to Machover. The stance of the male and the female figures particularly appears to be unsure, and the girl's legs are out of line with the rest of her body, suggesting feelings of inadequacy and some degree of insecurity. Adequate social contact is evidenced by the size and placement of the figures and by their relaxed, unrestrained appearance. The subject's responses were strongly instrumental.

0



Age. 18

1. B

2. (1) whole world could be prosperous and peaceful

(2) that general run of people would be smarter, so her students would be better.

(3) that she'd get married and have a happy home.

3. girl

4. (a) too reserved. expects too much of people

(b) has a wholesome attitude about life.

She thinks about others and tries to help them. Enjoys living.





age - 24

1. B

2. (1) that the world would be at peace (one reason - so he wouldn't have to go into the service)

(2) that he'd have a successful business career

(3) that he'd marry & have a happy life outside his business

3. rather be girl

4. (a) tends to be too stern

(b) works very hard at things  
tries to bring out the best  
in others in their work, etc.

A profile was drawn of the female with her facing the left side of the paper suggesting social withdrawal, although the male figure was centered well and drawn almost full view. More detail on the male than on the female suggests more concern with the acceptability of the masculine aspects of the subject's personality. The subject identified more easily, however, with the female figure as was shown by her drawing it first and identifying with her in answering the questions. Although the size of the figures indicates security, erasure of the male's feet and midline of his coat and the withdrawal of the female suggests lack of security.



age. 25-26

1. A

2. (1) do well in getting

(2) be successful in what he's doing

(3) find a wife & get married

3. girl

4. A. conceited

too self assured

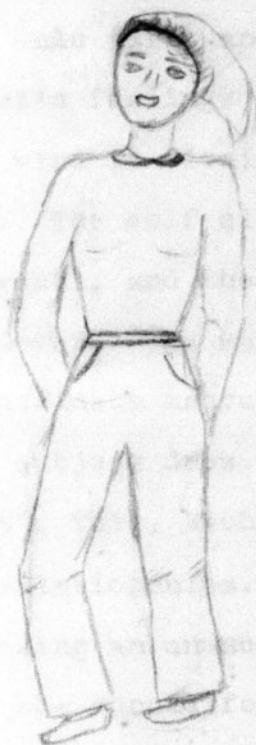
B. happy individual

enjoys living

good business man



(2)



age. 15-16

1. B
2. (1) wants a very romantic man  
(2) wants to go to college  
(3) " " graduate from high school
3. girl
4. A. isn't too concerned with anything  
lets every thing take care of itself  
doesn't think more about herself  
than others.  
B. friendly - tries to make people like her.  
might have respect for older people's judgment

Case 53

The subject shows strong masculine identification in drawing a male first and following it with a very masculine female. The subject's feelings of inadequacy are expressed in her comment that "the wind is blowing behind him" and her drawing of the man bent over. The golf club is both a symbol of aggression and a phallic symbol, and the erasure of the golf club indicates anxiety in these areas. The masculine girl and the rather effeminate man show definite masculine identification and confusion in sex role. The subject drew the heads last, referring to them as "the worst". This, Machover says, indicates disturbance in interpersonal relationships. The subject resisted the Draw A Person test by asking an unusually large number of questions as to the procedure she should follow, and showed efforts to evade it by asking "can I draw a dog?", and "I don't want to draw a female". The clinical picture shows much evidence for strong conflicts within the subject.



Age - 8

2. (1.) that she didn't have to go  
to school (today.)

(2.) that she could cut her hair off

(3.) that she didn't have freckles

3. little boy.

4. A. too noisy  
she doesn't like her big sisters (right now)

B. intelligent  
happy

1. B





Age 5

2. (1) stay up late & watch TV
- (2) wants Santa Clause to bring him a lot of toys
- (3) to go to school

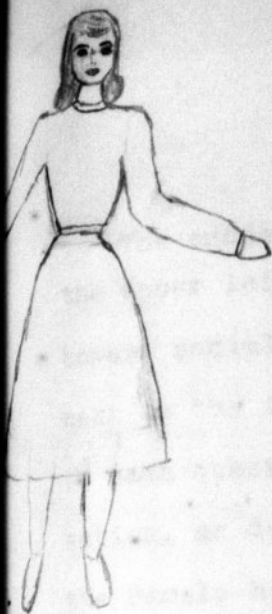
3. Lay

4. H. has rivalry  
fights with his brother

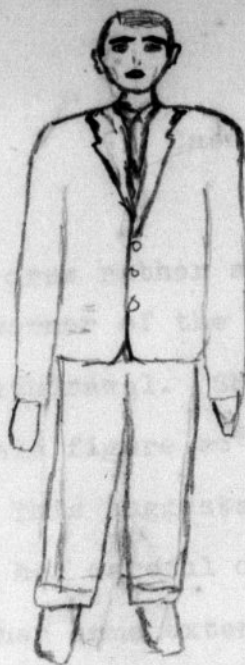
5. good imagination  
gets along well with neighborhood children

1. H

Both of the subject's drawing were of children , indicating her identification of herself with immaturity. The feet of both drawings are not in line with the rest of the figure and indicate conflict in interpersonal relationships. The subject's responses to the questions asked also indicated conflicts in this area. The stripes in both figures' clothing are a form of shading and are considered to be indications of anxiety. The joints which were drawn on the female's arms and legs are attempts at preserving self integration, according to Machover. Although the subject said she would rather be the boy, she drew the girl first. This suggests confusion in sex role identification. Insecurity is suggested by the subject's drawing children. Strong conflicts and feelings of inadequacy are seen in this subject's drawings.



①



②

girl. about 16-17

boy. about same age. Looks young.

1. a

1. a (qualified - not as much as girl)

2. (1) to be a success in his career.

(2) active in community affairs.

(3) want to marry & have children to carry on & contribute to mankind.

3. girl

4. A. self interested

more material minded - ignores spiritual qualities, appreciation of arts & ethics

B.

earnest in his field - interested & competent - acts on impulse - to his regret.

1. want to be a successful teacher. 1. Kable person.

2. most women not cut out for a career as much as home life, so that she would marry & have a family

3. be a good member of the community and take an active interest in it.

3. rather be the girl

(1) could do more than she does stronger & more intense.

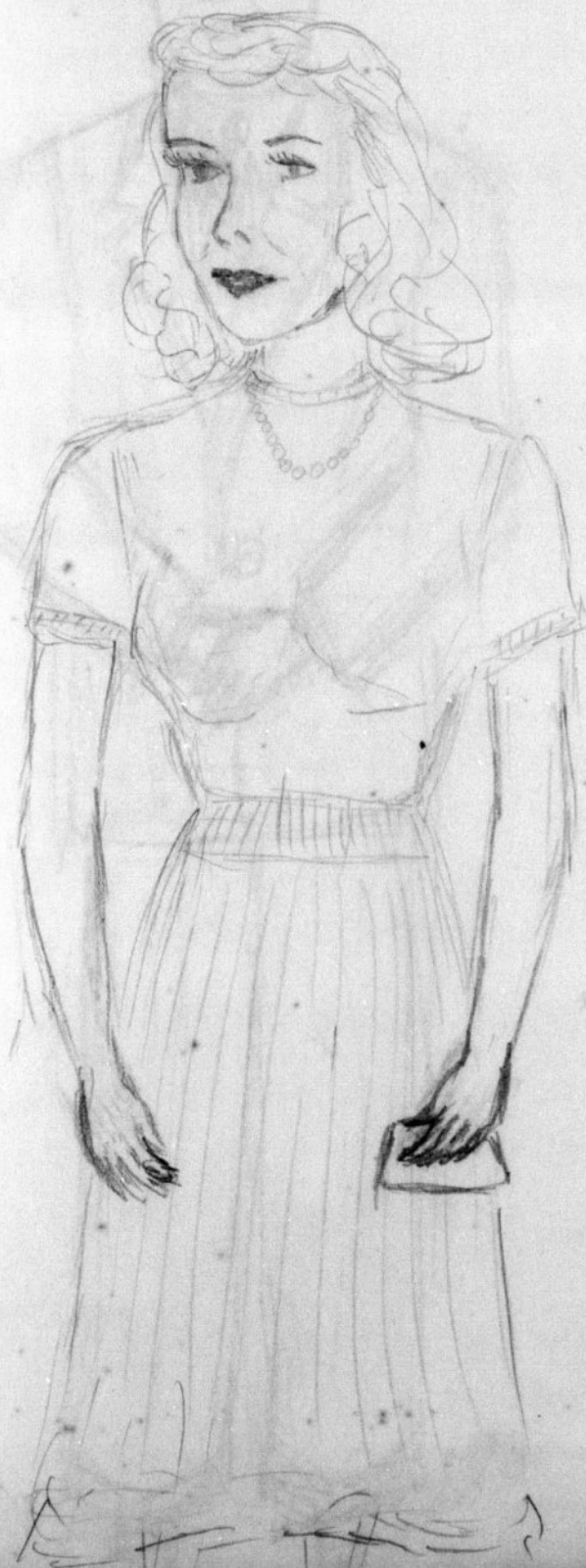
selfishness - not too obvious

(2) faith in human nature something good in everybody



The subject drew rather small figures which she placed in the upper left corner of the paper, indicating a tendency toward social withdrawal. She was anxious to draw the male figure next to the female figure so that they would "be in proportion" to each other. This suggests a compulsive meticulousness in action, as does her careful detail in the male drawing. Although the female has her arms extended, she is surrounded by the edges of the paper on two sides and the male figure on one side. Her need for protection and her dependency feelings are thus evidenced. Erasure of the girl's skirt and the boy's trousers suggest sexual conflicts, according to Machover. Identification with the female figure was made easily. Feelings of inadequacy and a certain amount of insecurity are evidenced by the size and dependency of the figures.

1. girl married  
2. as a job as a  
professional model  
3. on the world  
4. girl  
5. she is a little bit  
different  
6. as a contrast  
with her life as she  
lived in  
7. good disposition  
friendly  
active in outside  
activities (other than  
school work)



Age. 20

1. a

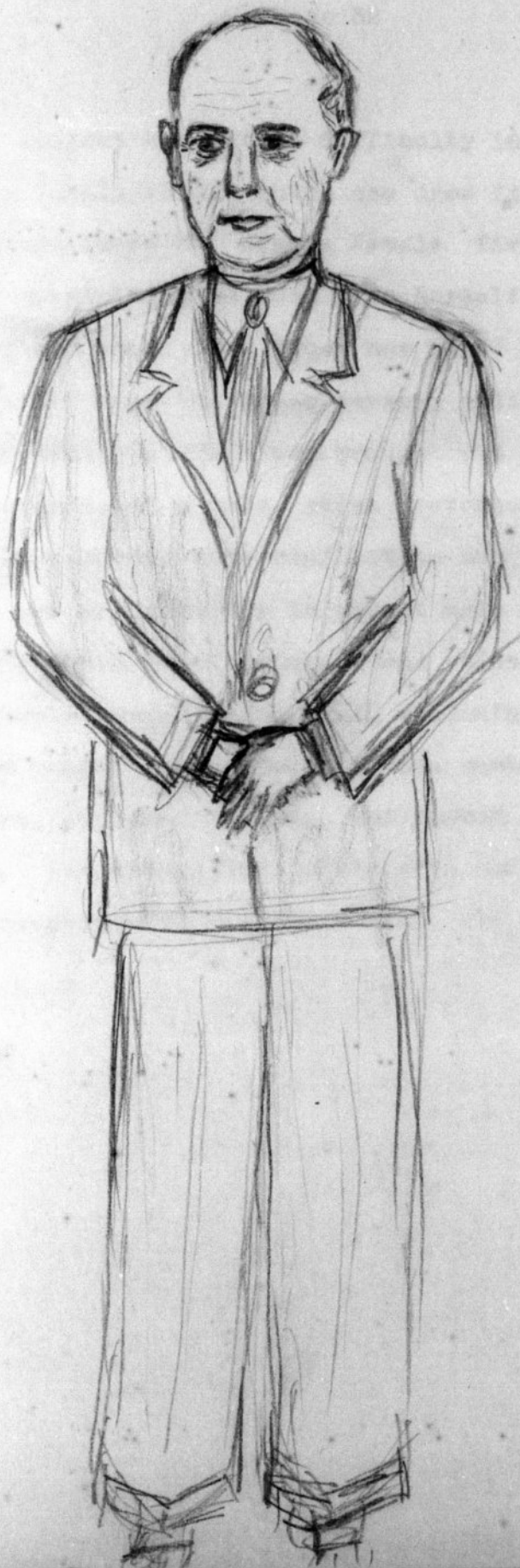
2. (1) get married  
(2) get a job as a professional model  
(3) see the world.

3. girl

4. (a) she is a little lazy  
selfish  
not as concerned  
with home life as she  
should be.

- (b) good disposition  
friendly,  
active in outside  
activities, (other than  
school work)

(2)



Age - 52

1. B

(1) peace of mind

2. ~~high~~ <sup>(2) high govt official</sup>  
(3) to be recognized for  
3. <sup>his writing (books, etc.)</sup>

4. <sup>(4) over</sup> conscientious  
works too hard

(5) congenial  
interested in other people  
does his work thoroughly  
and well



Case 32

The subject had little difficulty in identifying herself with the female figure which she drew first, as was indicated by her readiness to draw a female first and her attempts to make her drawing as much like herself as possible. She was asked if she could draw "just her head" and appeared somewhat reluctant to draw the whole person, indicating some degree of conflict or anxiety. This was brought out particularly in her second drawing of a male, Adlai Stevenson. This drawing of an older man suggests some conflict in her relationship with her father, and an inability to accept male figures at her peer level. In both drawings there was evidence of compulsiveness, particularly compulsive detail, sketching and erasing of the arms and heads. Both drawings were centered in the middle of the paper, appeared relaxed, and showed social orientation and contact. She showed both collateral and instrumental values in her responses to questions about the figures.



age - 25

1. B

2. (1.) she wishes that she were prettier

(2) wishes she wasn't so bored

(3) wishes she were married

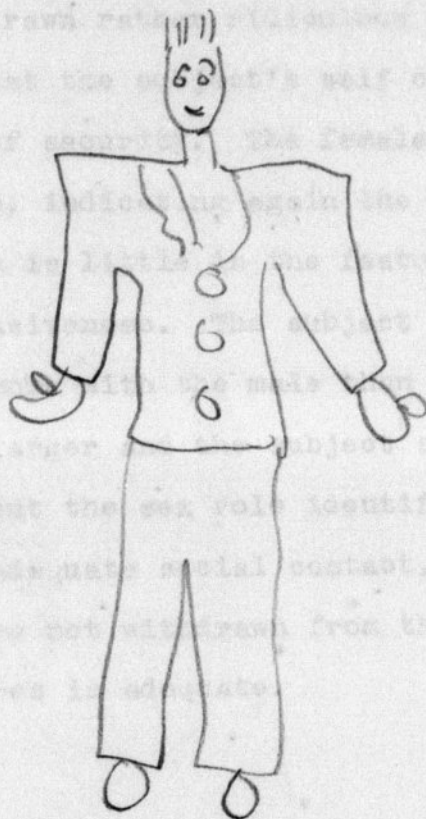
3. I'd rather be the boy

4. (A) she's not very well groomed  
she looks like she talks too much

(B) friendly

willing to help other people

②



age 19

1. A

2. (1) to advance in his field

(2) to study more

(3) to marry & have a family

3. ~~q~~ boy

4. A. not well groomed  
always late for appointments

B. energetic  
accepts responsibility & follows through.



Case 174

The subject has drawn rather ridiculous and grotesque figures suggesting that the subject's self concept is not one of adequacy nor of security. The female figure is smaller than that of the male, indicating again the subject's feelings of inadequacy. There is little in the features of the drawings, showing evasiveness. The subject appears to have identified slightly more with the male than with the female figure (the male is larger and the subject said she would rather be the male) but the sex role identification is confused. There appears to be adequate social contact, as the figures are centered, the arms are not withdrawn from the environment, and the size of the figures is adequate.

①



age 15

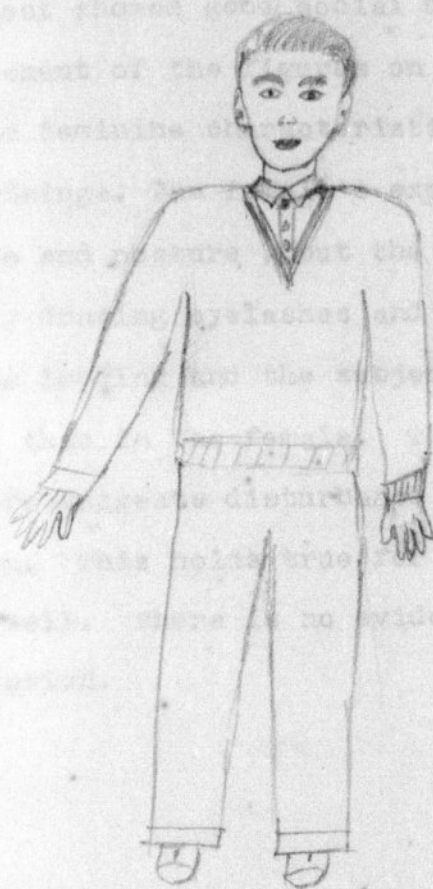
2. (1) want to go to a foot ball game
- (2) wants a boy friend
- (3) wants to go to college

3. girl

4. H. conceited  
selfish

B. friendly  
well groomed

②



Age. 16

- 2. (1) want to be well liked
- (2) want to take part in activities, (sports etc.)
- (3) want a girl friend

3. girl

4. H. doesn't get things done on time  
too anxious to make a good impression

G. friendly  
talkative

1. H



Case 55

The subject showed good social contact by adequate size and central placement of the figures on the paper. There are strong masculine and feminine characteristics projected into the subjects' drawings. The female's expression is masculine as well as her stance and posture , but the subject has reinforced her femininity by drawing eyelashes and breasts. The male figure is not masculine looking and the subject has drawn more details in his clothing than in the female. This total masculinity-femininity picture suggests disturbance in sex role- a middle of the road position. This holds true for the security- insecurity picture, as well. There is no evidence for an extreme picture in this dimension.



Age. 21

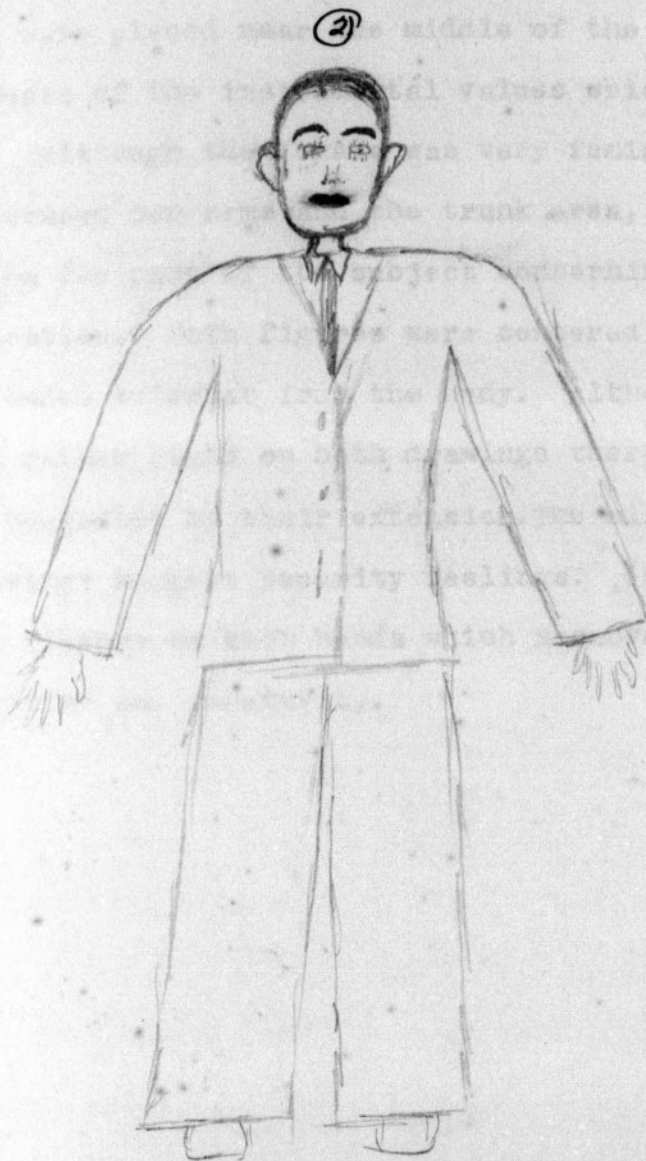
2. (1) Wash to be pretty
- (2) Wash to be a success in a job
- (3) be a good mother some day

3. girl

4. A. has a temper  
she's selfish

1. B

B. sympathetic  
Kind



Age 23

2. (1) play football
- (2) pass his work in college
- (3) find a good job
3. girl
4. H. not able to take responsibilities  
    thinks about himself all the time
- B. Kind  
    sympathetic

1. A



Case 140

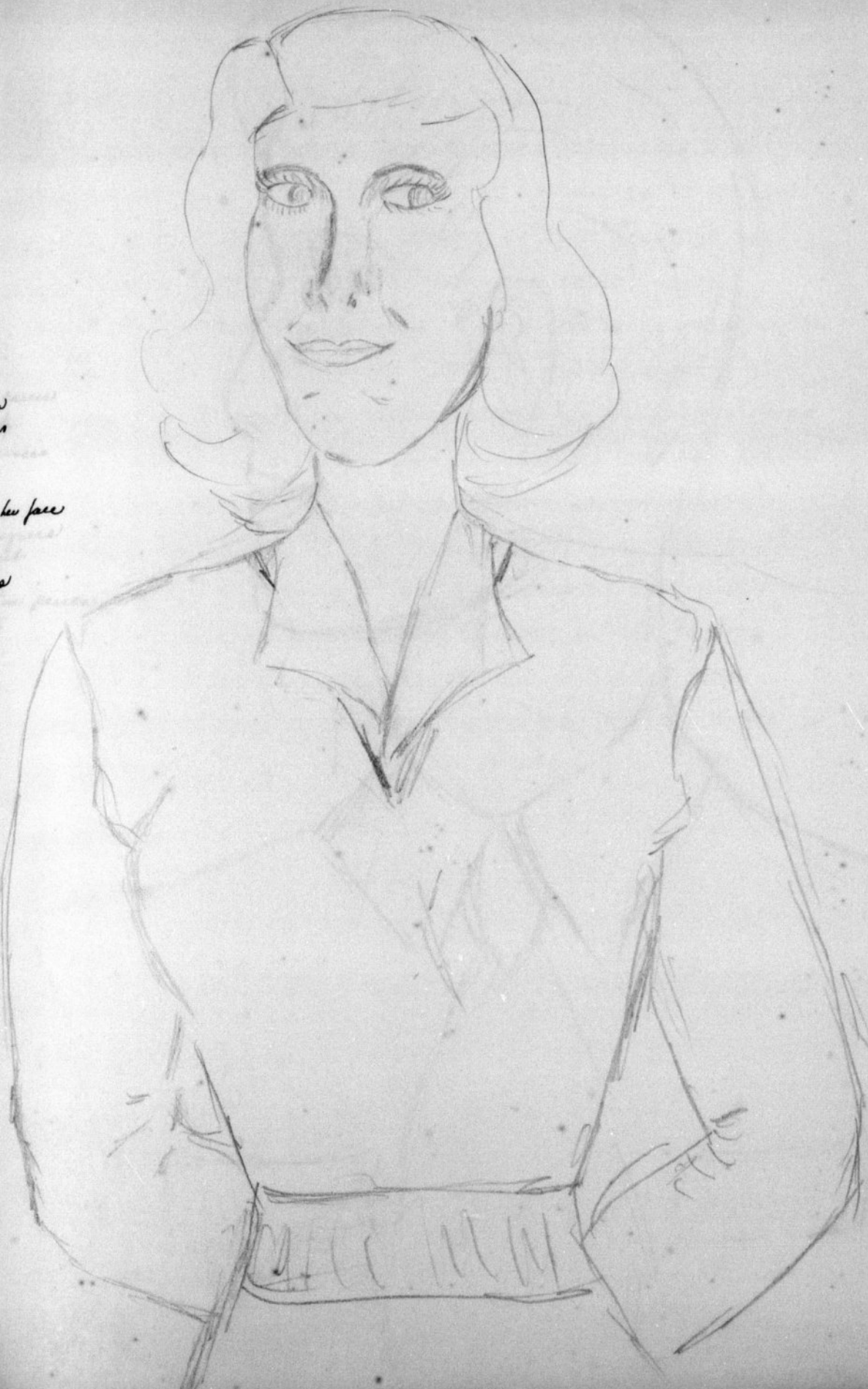
Although the subject drew the female figure first, her drawings were placed near the middle of the Femininity Scale on the basis of the instrumental values which she gave for the figures. Although the female was very feminine looking, the subject erased her arms and the trunk area, suggesting some anxiety on the part of the subject concerning her feminine identification. Both figures were centered on the age with arms extended somewhat from the body. Although the arms appeared rather rigid on both drawings there is good social contact suggested by their extension. The size and placement of both drawings suggest security feelings. On both drawings the subject drew six fingers on both hands which Machover says is indicative of aggression and immaturity.

⑦

22

study  
children  
aprons

with  
one of her face  
is very  
as  
at noon  
and

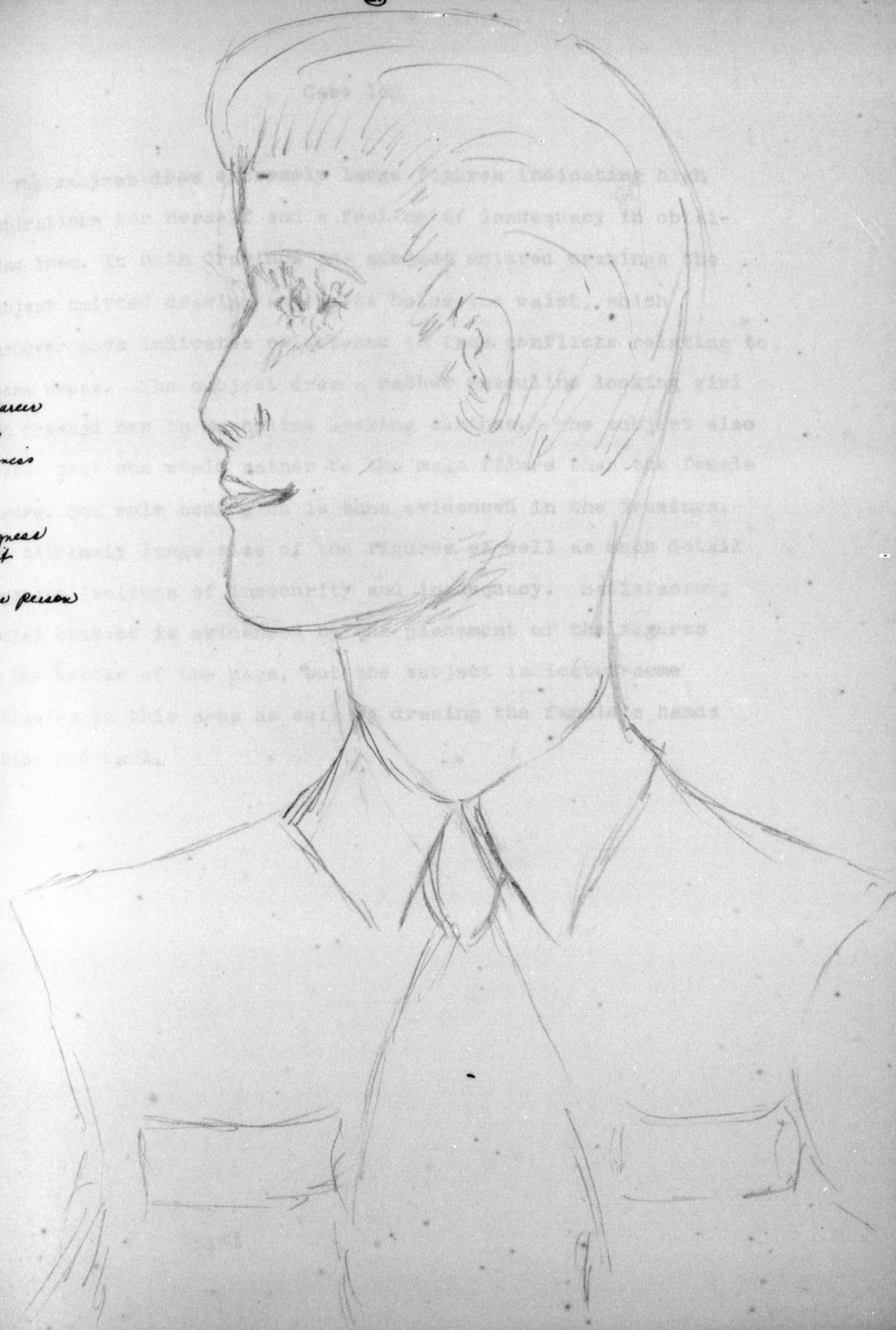


25

good career  
family  
happiness

progress  
concent

native person  
not





Case 188

The subject drew extremely large figures indicating high aspirations for herself and a feeling of inadequacy in obtaining them. In both drawings the subject omitted drawings the subject omitted drawing any parts below the waist, which Machover says indicates reluctance to face conflicts relating to those areas. The subject drew a rather masculine looking girl and dressed her in masculine looking clothes. The subject also stated that she would rather be the male figure than the female figure. Sex role confusion is thus evidenced in the drawings. The extremely large size of the figures as well as much detail suggests feelings of insecurity and inadequacy. Satisfactory social contact is evidenced by the placement of the figures in the center of the page, but the subject indicated some confusion in this area as well by drawing the female's hands behind her back.

(1.)



Age - 20

2. (1) wants to get married & be happy
- (2) all the money she wants
- (3) buy all pretty things (home furnishings)

3. girl

4. H. thoughtless, inconsiderate of others  
selfish

Q. willing to help others  
versatile

1. A

(2.)



Age. 25

2. (1.) happily married
- (a) be successful in his profession
- (b) for his family to be happy
3. girl
4. H. indifferent -
- B. gentleman. courteous. well groomed
1. H.



Case 102

The subject was almost compulsively meticulous in her drawing of details, even going so far as to write a description of the female figure's clothes. This compulsive femininity is thought to be a reaction formation, with actual confusion in sex role identification existing. Careful shading of the clothes of both drawings indicates anxiety. The male figure is effeminate in appearance which also indicates sex role confusion. The subject drew lines for props to support both figures, another indication of insecurity. ( The male drawing had lines at both sides as well. ) The hands of the female were drawn behind her back indicating evasiveness or guilt feelings. Resistance to projection or identification with either figure was shown by her emphasizing the fact that the female was her roommate, and the male was her brother. Extreme feelings of inadequacy, insecurity, and anxiety are evidenced by the subject.

①



Age - 21

2. (1) to finish college

(2) to get a good job & be a success in it

(3) to have a standard of living comparable to what she had been used to. (Having enough)

3. rather to the girl

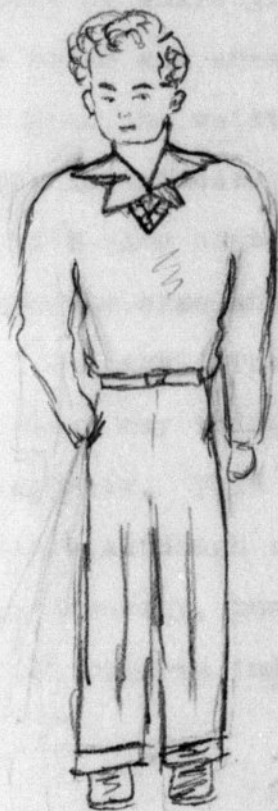
4. A. influenced too much by other people

Not applying herself as well as she could

B. talented in certain things (writing) music & good sport

1. B

②



Age - 15-16

2. (1) wants a college education

(2) do well in a sport

(3) be interested in a vocation which he wants to develop

3. girl

4. (A) spoiled

outspoken

likes to have his own way

(B) smart in school

Very thoughtful & helpful at times

1. B



Case 138

Shading and erasure characterize this subject's drawings and are evidences of anxiety. The head of the female figure is a profile, the torso and arms are turned slightly to the full view while the body from the waist down is full view. Machover says this indicates social uneasiness. The profile of the female is turned to the left side of the paper indicating social withdrawal, although the size and placement of the figures show adequate social contact. The male figure is younger than the female figure which may indicate the subject's feelings of masculine inferiority. This was evidenced also in the subject's verbal responses. Although the size and placement of the figures suggest security, the shading, erasure, and strained positions of both figures indicate a lack of security.

①



ago - 16-17

2. (1.) to be one of the crowd  
(2.) to date every week end  
(3.) have all the clothes she wanted
3. girl
4. (A) takes life too much for granted  
doesn't concentrate very well  
(B) probably happy  
pleasant to be around

1. A

(2)



Age - 17-18

2. Care of his own

(a) more money to spend

(b) find a way to stay out of the service

3. girl

f. A. doesn't study

takes some things too seriously

g. is happy

pleasant to be around

1. A



The subject drew a matronly looking female figure first, indicating identification with a mother figure. A profile head with a fuller view body was drawn facing the left side of the paper suggesting social uneasiness and a tendency toward social withdrawal. Emphasis on the female's eyes and mouth is evidence of sexual conflicts. Erasure and difficulty in drawing the feet suggests insecurity. The male was drawn completely off balance and in the same position as the female, again indicating severe disturbance in interpersonal relationships. There is much indication in this clinical picture of conflict and anxiety in sex role identification. Hair and eye emphasis on the male is more indication of sexual disturbances. The arms of both subjects were drawn behind their backs, showing feelings of guilt and anxiety. The subject's comment that the figures look deformed is indicative of her concept of herself.

Interviewer's name \_\_\_\_\_

Case no \_\_\_\_\_

BACKGROUND QUESTIONS

- 1- Home address:  
Town, or if rural, county \_\_\_\_\_  
State \_\_\_\_\_ or country if other than U.S. \_\_\_\_\_
- 2- Where have you lived the most part of your life?  
Town, or if rural, county \_\_\_\_\_  
State \_\_\_\_\_ or country if other than U.S. \_\_\_\_\_
- 3- Age at last birthday: \_\_\_\_\_ years
- 4- Marital status: married \_\_\_\_\_; single \_\_\_\_\_; engaged \_\_\_\_\_.
- 5- Religious preference:  
Catholic \_\_\_\_\_  
Jewish \_\_\_\_\_  
Protestant \_\_\_\_\_ What denomination? \_\_\_\_\_
- 6- Major at WC: \_\_\_\_\_
- 7- Is your father:  
Living \_\_\_\_\_ Where? (town or county, state) \_\_\_\_\_  
Dead \_\_\_\_\_ When? (year) \_\_\_\_\_  
Divorced from your mother \_\_\_\_\_ When? (year) \_\_\_\_\_
- 8- Is your mother:  
Living \_\_\_\_\_ Where? (town or county, state) \_\_\_\_\_  
Dead \_\_\_\_\_ When? (year) \_\_\_\_\_
- 9- Please list the ages of your sisters, beginning with the oldest (living)  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
none \_\_\_\_\_
- 10- Please list the ages of your brothers, beginning with the oldest (living)  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
none \_\_\_\_\_
- 11- Mother's education:  
\_\_\_\_ attended grammar school  
\_\_\_\_ attended high school  
\_\_\_\_ finished high school  
\_\_\_\_ attended college or business or trade school after high school  
\_\_\_\_ college graduate  
\_\_\_\_ graduate or professional school
- 12- Has your mother had a full-time paying job outside of the home for at least two years at any time in the last ten years?  
\_\_\_\_ yes, for \_\_\_\_\_ years  
\_\_\_\_ no
- 13- If she did have a job, tell exactly what kind of job? Where? Doing exactly what?  
\_\_\_\_\_  
\_\_\_\_\_

- 14- Give the names of the three clubs or organizations that your mother is most active in:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 15- How active is she in these clubs or organizations?

- ☐ extremely active  
☐ very active  
☐ moderately active  
☐ only slightly active

- 16- Father's education:

- ☐ attended grammar school  
☐ attended high school  
☐ finished high school  
☐ attended college or business or trade school after high school  
☐ college graduate  
☐ graduate or professional school

- 17- What is your father's occupation? Please describe in detail. If he does more than one thing tell about each job and then underline the one from which he derives the most yearly income.

GO ON TO THE NEXT PAGE



The following questions will consist of descriptions of some real life situations in which a choice must be made between two alternatives. There are no right or wrong answers. Some people will choose one alternative and other people will choose the other. (Please read all of the question before checking and make sure you check where you mean to check)

- 1- Anne is a senior and a physics major in college. She has done outstanding work in that field and plans to go on to graduate school. Her family is financially able to send her to any school she chooses. Anne wants very much to go to a large university located more than 1000 miles from her home, because it has the best physics department in the country and is the only place that offers the particular courses she wants. Her mother, however, is in poor health and Anne's father has told her that her mother would rest much easier and be happier if Anne went to a nearby university for her graduate work. Anne debates:

Should she go to the far away university in order to take advantage of the best training available and to get the particular courses she wants?

Or should she go to a nearby university in order to have her mother rest easier and be happier?

IF YOU WERE IN ANNE'S SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely go to the far away university
- ☐ I would probably go to the far away university
- ☐ I would probably go to a nearby university
- ☐ I would definitely go to a nearby university

- 2- Two girls had roomed together in college and were very close friends. After graduation they took civil service jobs in the same agency and were sent to a small out of the way town where nothing of interest was going on. The girls made the best of things and enjoyed each other but the town itself was dull. They both applied for a transfer but only one of the girl's applications went through. She has a chance to fill the only vacancy in an office located in a city some distance away. Knowing that it would be highly unlikely that her friend could get transferred to this same office, she wonders what to do?

Should she accept the transfer and go to the city where she will have many more cultural and recreational opportunities, even though it means leaving her friend behind?

Or should she refuse the transfer out of consideration for her friend, whom she does not want to leave stranded in this dull town, and hope that eventually both of them can be transferred to another place together.

IF YOU WERE IN THIS SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely accept the transfer and go to the city
- ☐ I would probably accept the transfer and go to the city
- ☐ I would probably refuse the transfer and stay on in the town
- ☐ I would definitely refuse the transfer and stay on in the town

3- Betty's parents had been able to pay for all her college expenses. Now after graduation, Betty is planning to work and save every penny toward putting herself through graduate school. Betty's younger sister, Jane, is going to enter college in the fall, but the family has suffered a serious financial set-back and can only pay for Jane's tuition and nothing else. Betty is faced with this problem as she sees it:

Since she did not have to work while at college, she should put off her plans for graduate school indefinitely and send her extra money to help pay Jane's expenses above tuition.

Or, since Jane can work and earn her expenses above tuition, Betty should not jeopardize her own career, and should go right on saving her money for graduate work.

IF YOU WERE IN BETTY'S SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely send the money to Jane
- ☐ I would probably send the money to Jane
- ☐ I would probably save the money for graduate school
- ☐ I would definitely save the money for graduate school

4- Margaret is a math major and makes top grades in her class. Two of her friends who live down the hall are also majoring in math. On the night before the final exam they come in and ask her to explain some complex new material they had been given toward the end of the semester. They say they hadn't worried much about it before because they thought they could figure it out tonight, but they can't, and they are afraid they will not do well on the exam if they don't master it. Now Margaret has been studying hard all term and hopes to make an "A" in the course. She is not planning to go over the new material tonight because she had known it was difficult and had worked hard to learn it earlier. Instead, she is planning to review the first part of the course and then go to bed early so she will be fresh for the exam. She knows that it will take several hours or more to explain the new material to her friends. She hesitates before answering them and thinks:

Should she give up her own study plans and devote several hours to explaining the material she has already mastered to her friends so they won't fall down on the exam?

Or should she keep on with her own study plans and tell her friends that although she would have helped them earlier she just can't help them tonight? She would do this because she feels she should not endanger her own chances for doing well just because her friends didn't do their studying early enough.

IF YOU WERE IN MARGARET'S SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely help my friends
- ☐ I would probably help my friends
- ☐ I would probably go on with my own study plans
- ☐ I would definitely go on with my own study plans

5- Susan is a business major in college. She hopes to get a job in a large office and work up to a position as private secretary to a big businessman. Susan is from a small town and although she can get a job at home she knows that the kind of job she really wants can only be found in a city. At the end of Susan's senior year, it is found that her mother has tuberculosis and will have to go to a sanatorium for an indefinite length of time. This will leave Susan's father to care for the house and her little brother of 12. Her father is financially able to hire someone to care for the house and her little brother, but Susan feels that both her father and her brother need her at home. Susan has to decide:

Whether she should give up her ambition to become a private secretary to a big businessman and stay at home in order to help her family.

Or whether she owes it to herself to go on with her plans since perhaps a good servant would be just as much help as she would be to her father and brother.

IF YOU WERE IN SUSAN'S SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely stay at home
- ☐ I would probably stay at home
- ☐ I would probably go on to the city
- ☐ I would definitely go on to the city

6- Mary is majoring in chemistry and is doing excellent work in a lab course. In fact, she does so well that there is a considerable gap between her grades and the next highest, and this means that she always gets the only "A" in the class. She has come to feel the resentment of her friends in the class who feel that they could make "A's" too if she weren't so far out in front. She is very worried by this situation and wavers between two alternatives:

Should she continue to work up to her top capacity even though it may be hurting her friends' chances for getting "A's" because she believes that a person should do her work up to the best of her ability?

Or should she lower her standards a little and not make such outstanding grades because she believes that consideration for one's friends is more important than always working at top capacity?

IF YOU WERE IN MARY'S SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely continue to work at top capacity
- ☐ I would probably continue to work at top capacity
- ☐ I would probably lower my standards a little
- ☐ I would definitely lower my standards a little



7-

Frances and Joan are seniors in college. They are both planning to work several years before they get married. The two girls have different reasons, however, for planning to work:

Frances wants to work because she is looking forward to a few years of being independent and on her own. She feels that she had rather not marry until she has had the experience of doing something successfully in her own right.

Joan does not especially want to work before she gets married, but she plans to do so because she feels she owes it to her parents. Her parents feel that since they have sent her through college to prepare her for a job that she should work at least a few years to utilize her training.

IF YOU WERE PLANNING TO WORK SEVERAL YEARS BEFORE GETTING MARRIED, WHICH GIRL'S REASONS FOR WORKING WOULD BE MORE LIKE YOUR OWN?

- ☐ I would want to work definitely for the experience of doing something successfully in my own right
- ☐ I would want to work probably for the experience of doing something successfully in my own right
- ☐ I would want to work probably to satisfy my parents
- ☐ I would want to work definitely to satisfy my parents

8-

Two college professors' wives both have 10 and 12 year old children and also have part time jobs outside of the home. They have different reasons, however, for working:

Mrs. Jones says that the only reason she is working is to supplement the family income. She says that she does not like to work and that she had much rather spend her time taking care of her children. If she did not feel that the family needed the money she earned she would gladly stop working.

Mrs. Brown says that she is also working because the family needs the income, but that actually this has given her the opportunity to do what she prefers to do anyway. She says that she had rather work than stay at home with the children all the time.

IF YOU WERE IN THIS SITUATION, WHICH WIFE'S REASONS FOR WORKING WOULD BE MORE LIKE YOUR OWN?

- ☐ I would definitely agree with Mrs. Jones who says the only reason she is working is to supplement the family income.
- ☐ I would probably agree with Mrs. Jones who says the only reason she is working is to supplement the family income.
- ☐ I would probably agree with Mrs. Brown who says that the family's needing the extra income has given her the opportunity to do what she prefers to do anyway.
- ☐ I would definitely agree with Mrs. Brown who says that the family's needing the extra income has given her the opportunity to do what she prefers to do anyway.

9- Two married women whose children are all in high school have been working as secretaries for about a year. They both like their jobs very much. With the money they are paid they buy clothes for themselves and their children and employ someone to do their housework for them. Their husbands, however, object to this arrangement because they think the mothers should be at home at lunch time and in the afternoons when the children come in from school. They think the mothers should give up their jobs because they ought to be at home at these times. They leave the final decision up to the mothers:

One mother decides to give up her job as her husband wishes (even though she doesn't want to) so that she can always be at home when the children come in.

The other mother points out to her husband that the children are being well looked after, that she sees them at supper and at night and that therefore, since she likes working, she intends to continue at her job.

IF YOU WERE IN THIS SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely give up the job
- ☐ I would probably give up the job
- ☐ I would probably continue at the job
- ☐ I would definitely continue at the job

10- Jean's husband is in the insurance business and since their marriage she has been helping him with his paper work at the office. But Jean had majored in art at college and now she has her big chance. She is offered a job designing book jackets for a publishing company in the city where she had worked at a less interesting job before she was married. She wants very much to take this job because it is work she enjoys and has been trained for and her husband's office work is tedious and uninteresting. Her husband, however, would like for her to continue helping him because he feels that she has learned the ropes and has the best interests of the business at heart. He doesn't want to have to train a new assistant and thinks that an "outsider" would never be as conscientious as Jean. He admits that strictly financially they would come out about even either way. He leaves the final decision up to Jean, who debates:

Should she take the designing job because it is work that she especially likes and that would give her a greater sense of personal accomplishment?

Or should she refuse the designing job and continue to help her husband since that would make things easier for him?

IF YOU WERE IN JEAN'S SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely take the designing job
- ☐ I would probably take the designing job
- ☐ I would probably continue helping my husband
- ☐ I would definitely continue helping my husband

11-

Mrs. X is married and has two children beginning high school. After several years of serving on the local and state executive boards of the AAUW (American Assn. of University Women) she has now been appointed to the national executive committee of this organization. She is very proud of having worked her way up to this position and wants to accept it. She is worried, however, over whether she should take on a job that would require the major portion of her time and necessitate frequent absences from home since she has her two high school aged children to think about. She is financially able to hire a servant but she wonders:

Should she accept the position and hire a servant to relieve her of some of her home duties because she feels that she should pursue the work that she is most interested in and has shown herself to be superior in?

Or should she refuse the position (even though she would like to have it) because she feels she owes it to her husband and children to devote the major portion of her time to them?

IF YOU WERE IN MRS. X'S SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely accept the position
- ☐ I would probably accept the position
- ☐ I would probably refuse the position
- ☐ I would definitely refuse the position

12-

Mrs. X wakes up with a cold. Her husband had been planning for them to go on a fishing trip together that day. She does not like to fish and she would like to stay at home and get rid of her cold. Her husband, however, although he would understand, would be very disappointed if she didn't go, for he enjoys taking her on his infrequent fishing trips so much. Mrs. X debates:

Should she go with him in order not to disappoint him even at the risk of getting a worse cold?

Or should she stay at home and take care of herself and plan to go with him on his next trip?

IF YOU WERE IN MRS. X'S SITUATION WHICH WOULD YOU DO?

- ☐ I would definitely go with him
- ☐ I would probably go with him
- ☐ I would probably stay at home
- ☐ I would definitely stay at home

NOW THESE NEXT QUESTIONS WILL BE A LITTLE DIFFERENT  
BUT THERE CAN STILL BE NO RIGHT OR WRONG ANSWERS



1- Suppose that two events are scheduled for the same hours at the college. One is a party given by your dorm for the girls in another dorm and the other is a lecture by a well known person in your field.

IF YOU HAD TO CHOOSE BETWEEN THESE EVENTS, WHICH WOULD YOU ATTEND?

- ☐ I would definitely attend the dorm party
- ☐ I would probably attend the dorm party
- ☐ I would probably attend the lecture
- ☐ I would definitely attend the lecture

2- Suppose that in the college annual a little is written about each of the graduating seniors.

Mary is described this way: "With her efficiency and resourcefulness she gets things done. She makes honor grades and is going places in her field."

Jane, another senior, is described this way: "She is poised and charming and always pleasant to be with."

WHICH OF THESE GIRLS HAD YOU RATHER BE LIKE?

- ☐ I had definitely rather be like Mary who is going places in her field.
- ☐ I had probably rather be like Mary who is going places in her field.
- ☐ I had probably rather be like Jane who is always pleasant to be with.
- ☐ I had definitely rather be like Jane who is always pleasant to be with.

3- With finals over and graduation day ahead, two seniors are looking back on their college life and begin talking about why they are glad they came to college.

One girl says she is glad she came to college because she has learned so much that will be of help to her in one way or another throughout life.

The other girl says she is glad she came to college because of the wonderful friendships she has made and the good times she and her friends have had together.

IF YOU WERE LOOKING BACK ON YOUR COLLEGE LIFE WHICH GIRL WOULD YOU MOST AGREE WITH?

- ☐ I would definitely agree with the first girl who is glad she came to college because she learned so much
- ☐ I would probably agree with the first girl who is glad she came to college because she learned so much
- ☐ I would probably agree with the second girl who is glad she came to college because of the wonderful friendships she made
- ☐ I would definitely agree with the second girl who is glad she came to college because of the wonderful friendships she made

4- Two college girls are planning to teach in elementary school, but they want to teach for somewhat different reasons.

One girl says: "I want to teach in elementary school because I love little children and they love their teachers. It is so wonderfully satisfying the way they respond to you and appreciate every little thing you do."

The other girl says: "I want to teach in elementary school because education is a vital force in the world today and I want to be in on the ground floor. If children aren't taught to think early in the game a higher education just won't 'take' with them."

IF YOU WERE PLANNING TO TEACH IN ELEMENTARY SCHOOL WHICH GIRL'S REASONS FOR WANTING TO TEACH WOULD YOU MOST AGREE WITH?

- ☐ I would definitely agree with the first girl who wants to teach because she loves little children and the way they respond to their teachers
- ☐ I would probably agree with the first girl who wants to teach because she loves little children and the way they respond to their teachers
- ☐ I would probably agree with the second girl who wants to teach because she believes children should be trained to think early in the game
- ☐ I would definitely agree with the second girl who wants to teach because she believes children should be trained to think early in the game

5- Two college girls are discussing their reasons for attending a "get-together" to which majors in their department have been invited by the same department in a nearby girls' school.

One girl says she is going because she likes to meet and mix with people. She enjoys talking to them and just likes to be sociable.

The other girl says she is going because she wants to talk "shop" with others in her field. She wants to find out how their department differs from her own and perhaps learn something more about job opportunities in her field.

IF YOU WERE GOING TO THIS GET-TOGETHER WHICH GIRL'S REASONS FOR GOING WOULD YOU MOST AGREE WITH?

- ☐ I would definitely agree with the first girl who is going because she likes being sociable.
- ☐ I would probably agree with the first girl who is going because she likes being sociable.
- ☐ I would probably agree with the second girl who is going in order to talk "shop".
- ☐ I would definitely agree with the second girl who is going in order to talk "shop".

6-

Two college girls are planning to be nurses in a large hospital. They have somewhat different reasons, however, for choosing this occupation. (Now you probably do not plan to be a nurse, but imagine for the moment that you do)

One girl wants to be a nurse because she thinks she would enjoy her relationship with her patients. She feels that since nurses are the most important people in the lives of hospitalized patients that nurses are in a position to do so much to make them happy and content and the patients in turn are so appreciative of understanding and attentive nurses.

The other girl wants to be a nurse because she is interested in the medical field. She wants to be in on the discussion of cases, watch operations and in general participate as much as possible in the more strictly medical and technical aspects of her job.

IF YOU WANTED TO BE A NURSE, WHICH GIRL'S REASONS FOR CHOOSING THIS OCCUPATION WOULD YOU MOST AGREE WITH?

- \_\_\_\_\_ I would definitely agree with the first girl who thinks she would enjoy her relationship with her patients
- \_\_\_\_\_ I would probably agree with the first girl who thinks she would enjoy her relationship with her patients
- \_\_\_\_\_ I would probably agree with the second girl who is interested in the more strictly medical aspects of the field
- \_\_\_\_\_ I would definitely agree with the second girl who is interested in the more strictly medical aspects of the field

7-

Two girls in a dorm are discussing how they feel about the girls on the hall dropping in to visit with them.

One girl says that she enjoys these visits up to a point, but that sometimes the girls come in just to make small talk when she is trying to get some work done. Although she does stop and talk she says she can't help being eager to quit the small talk and get back to work.

The other girl says that she loves for the girls to stop by anytime for a visit. She says that it would be a rare day indeed if she was so busy that she couldn't enjoy sharing some small talk with the girls on the hall who stop by.

IF YOU WERE IN THIS DISCUSSION WHICH GIRL WOULD YOU MOST AGREE WITH?

- \_\_\_\_\_ I would definitely agree with the first girl who says that sometimes when the girls come in she can't help being eager to quit the small talk and get back to work.
- \_\_\_\_\_ I would probably agree with the first girl who says that sometimes when the girls come in she can't help being eager to quit the small talk and get back to work.
- \_\_\_\_\_ I would probably agree with the second girl who says it would be a rare day indeed if she was so busy that she couldn't enjoy sharing some small talk
- \_\_\_\_\_ I would definitely agree with the second girl who says it would be a rare day indeed if she was so busy that she couldn't enjoy sharing some small talk



- 8- Two college girls get into a discussion about why they like people.

One girl says she likes people because she likes to try to figure them out, analyze them. She says that you can learn a lot from people too, that you can never get in books.

The other girl says that she doesn't have a "reason" for liking people, she just likes them. She says she just enjoys people without wanting to analyze them or learn from them.

IF YOU WERE IN THIS DISCUSSION, WHICH GIRL WOULD YOU MOST AGREE WITH?

- ☐ I would definitely agree with the first girl who likes people because she likes to try to analyze them and learn from them
- ☐ I would probably agree with the first girl who likes people because she likes to try to analyze them and learn from them
- ☐ I would probably agree with the second girl who doesn't have a reason for liking people, she just enjoys them
- ☐ I would definitely agree with the second girl who doesn't have a reason for liking people, she just enjoys them

- 9- Two girls are planning to get jobs as technicians in a large lab where they will be working alongside of but not directly with other people. They begin to talk about the other girls who will also be working there.

One girl says she hopes she likes the other girls. She says she would not be happy at her job unless she really liked the people she was working alongside of and felt that they liked her.

The other girl says that she can usually get along with anybody if necessary and that as long as she liked her work it would not matter a great deal to her how she felt about the other girls.

IF YOU WERE PLANNING TO BE A LAB TECHNICIAN, WHICH GIRL'S ATTITUDE WOULD YOU MOST AGREE WITH?

- ☐ I would definitely agree with the first girl who says she would not be happy at her job unless she really liked the other girls
- ☐ I would probably agree with the first girl who says she would not be happy at her job unless she really liked the other girls
- ☐ I would probably agree with the second girl who says that as long as she liked her work it would not matter a great deal to her how she felt about the other girls
- ☐ I would definitely agree with the second girl who says that as long as she liked her work it would not matter a great deal to her how she felt about the other girls

- 10- Two girls are planning to go to Europe next summer. They have somewhat different reasons, however, for wanting to go.

One girl says she wants to go to Europe in order to learn about present conditions over there and to find out more about Europe in general. She says that traveling is one of the best learning experiences anyone could have.

The other girl says she intends to learn from her trip too, but that traveling for her would mean mainly pleasure. She wants to meet some of the people and just drink it all in.

IF YOU WERE PLANNING TO GO TO EUROPE WHICH GIRL'S REASONS FOR WANTING TO GO WOULD YOU MOST AGREE WITH?

- ☐ I would definitely agree with the first girl who wants to go to Europe to find out about present conditions over there and to learn more about Europe in general
- ☐ I would probably agree with the first girl who wants to go to Europe to find out about present conditions over there and to learn more about Europe in general
- ☐ I would probably agree with the second girl who wants to go to Europe in order to learn but mainly because she would enjoy it.
- ☐ I would definitely agree with the second girl who wants to go to Europe in order to learn but mainly because she would enjoy it

- 11- Two college girls get to talking one day about what they want their children to be like. They have somewhat different ways of thinking about it:

One girl says: "When I think about what I want in children I think about what I want them to be like as adults. I want them to learn the meaning of discipline -- that they can't have everything they want or do everything they want. Only if they learn this will they be able to make something of themselves when they are grown."

The other girl says: "I want a couple of nice kids who are sweet and cheerful and make us happy. I don't think children should be allowed to run completely wild, but childhood is a time for play and getting a kick out of things and I don't want my children to miss out on it."

IF YOU WERE IN THIS DISCUSSION WHICH GIRL WOULD YOU MOST AGREE WITH?

- ☐ I would definitely agree with the first girl who wants her children to learn the meaning of discipline
- ☐ I would probably agree with the first girl who wants her children to learn the meaning of discipline
- ☐ I would probably agree with the second girl who wants her children to get a kick out of things in childhood
- ☐ I would definitely agree with the second girl who wants her children to get a kick out of things in childhood

12- It is late at night and the conversation is getting serious. Two college girls' conversation turns to a very general subject which you might call their "philosophy of life"

One girl says: "I believe that throughout life a person should always set higher and higher goals for herself and strive to attain them. She should take advantage of her opportunities and try to make something of herself."

The other girl says: "I think too much emphasis is put on striving for goals. To me life was put here to be enjoyed and appreciated. One should get pleasure out of living, not work at it. Life is so short and so few people really appreciate its offerings."

IF YOU WERE IN THIS DISCUSSION WHICH GIRL WOULD YOU MOST AGREE WITH?

\_\_\_\_ I would definitely agree with the first girl who thinks a person should always set higher and higher goals for herself and strive to attain them.

\_\_\_\_ I would probably agree with the first girl who thinks a person should always set higher and higher goals for herself and strive to attain them

\_\_\_\_ I would probably agree with the second girl who thinks life was put here to be enjoyed and appreciated.

\_\_\_\_ I would definitely agree with the second girl who thinks life was put here to be enjoyed and appreciated.

(Please check to see if you have answered all the questions up to here)

NOW IF YOU WILL GIVE THIS BACK TO THE INTERVIEWER, SHE WILL ASK YOU A FEW FINAL QUESTIONS.



Interviewer's initials \_\_\_\_\_ Case no \_\_\_\_\_

QUESTIONS TO BE ASKED BY THE INTERVIEWER (Instructions to interviewer are in parentheses)

- 1- What are the three clubs or organizations on campus that you devote the most time to?  
Do you hold an office in any of these clubs? If so, what office?  
Approximately how many hours a week do you devote to each of these organizations?

Name of club or organization	Office held if any	Approx. hrs. per wk
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOW HERE ARE SOME QUESTIONS ABOUT YOUR FUTURE PLANS -- FIRST A RATHER GENERAL ONE (Phrase the following question exactly as printed here)

- 2- Try to think of all the things you hope to do in life. Now what is the one thing you hope to do that would bring you the greatest sense of self satisfaction?  
(Record her answer word for word, putting probes in parentheses)

Do you feel that doing this would be enough to bring you a complete sense of self satisfaction? (If she says "no", ask:) What else?

Do you feel that doing these two things would be enough to bring you complete self satisfaction? (If she says "no", ask:) What else?

SOME OF THESE NEXT QUESTIONS MAY COVER THINGS YOU HAVE ALREADY SAID, BUT WE WANT TO ASK YOU ABOUT THEM SPECIFICALLY.

- 3- Suppose you were married and had no children. You and your husband agree that his income is adequate to support you and even to put some money aside. Under these circumstances, which of the following activities, besides housework, had you rather devote most of your time to: (Check only one)

- 1 ☐ part time job outside of the home
- 2 ☐ full time job outside of the home
- 3 ☐ community club work and/or church work
- 4 ☐ an active social life
- 5 ☐ doing things at home that especially interest me \_\_\_\_\_

(If she chooses the last one, ask:) What sort of things?

4-If all conditions were ideal, exactly what occupation would you really like to have?  
(if she says "mother" or "housewife" record, and then ask, "Besides this do you have any money making job in mind that you would really like to have?")

Well, that is the job you would like if all conditions were ideal, now what occupation are you realistically hoping for?  
(if she says "mother" or "housewife" record, then ask for money making job)  
(get her to be as specific as possible)

(If the first job mentioned is different from the second job, ask:)  
Why don't you expect to have the first job you mentioned?  
(record answer word for word, if only one reason is given ask for others)

5-Now assume that you are going to get married and are going to have children. Also assume that you would not absolutely have to work at any time in order to help support the family. Now tell me at which of the following times you would like to have a full time paying job outside of the home.  
(Check as many times as necessary)

- ☐ after you are married and before you have children
- ☐ after your children are old enough to go to school
- ☐ after your children get in high school
- ☐ after your children leave home for college, marriage, or jobs
- ☐ don't want a full time job at any time after marriage

6-About how many children do you think you would like to have? \_\_\_\_\_

7-Could you tell me what your main reasons for having children would be?

8-Now this is the last question. As you think back over this questionnaire which one of your parents do you feel your ideas and attitudes are most like.

(Try to get her to decide between mother and father)

- ☐ mother
- ☐ father
- ☐ neither
- ☐ both